

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Formal education of our school community about the Local Control and Accountability Plan (LCAP) process began in November with informational presentations to our District English Learner Advisory Committee (DELAC). It then continued to be a topic of information on all of their subsequent meetings. School principals and assistant principals provided information their School Site Councils and English Learner Advisory Committees in January and February.</p> <p>In order to engage and educate the larger community in the LCAP process, in February, a series of three Community Forums where held in different geographic locations throughout the district. In preparation for the forums, the DELAC reviewed the</p>	<p>The input from community forums, the district LCAP survey and stakeholder meetings played a large role in the development of the Local Control Accountability Plan. Each venue generated valuable input regarding the needs and services for students. Analysis of district and school data along with input from stakeholders guided the development of goals and actions included in the plan. Due to a high concentration of high needs students--94% unduplicated pupil count of low-income, English Learners, foster youth and redesignated fluent English proficient students, the LCAP goals, actions and services were developed on a districtwide basis.</p> <p>A concern that was brought out in both the community forums and the district survey</p>

Involvement Process	Impact on LCAP
<p>presentations and survey questions that would be used. They provided input and feedback for revisions and translations. Flyers were sent home with students and placed in businesses throughout the community (library, Chamber of Commerce, Rotary, local grocery stores). The information was also posted on the district website and Connect Ed. phone messages were sent out to the community before each meeting to ensure maximum communication about the meetings. The forums began with a presentation about what the LCFF and LCAP are and highlighted the 8 state identified priority areas. At the forums, attendees were invited to provide verbal and/or written input on the topics of parent involvement, student engagement and school climate.</p> <p>In March, a district survey was also used to garner input from parents, community members, teachers, administrators and students. The survey was provided in English and Spanish and asked respondents to rate the importance of specific activities in each of the 8 state priority areas. There was also a free response opportunity for each question, where people were able to identify personal priorities. School sites opened their computer labs to parents to fill out the surveys.</p> <p>A stakeholder group made up of parents from School Site Council and English Learner Advisory Committees, members from the District English Learner Advisory Committee, community members, administrators, members from certificated and classified bargaining units, and governing board members was formed. In March, Stakeholder meetings were held for the group to review: district demographic and academic data; and all of the input gained from the community forums and district survey. The group identified trends and patterns in the feedback and worked to identify priority areas they felt should be addressed in the LCAP.</p> <p>Once the draft of the plan was created, it was distributed to the district management team, the governing board members and both bargaining unit presidents to preview. It was also posted on the district's website for the community to review. The draft plan was presented to the DELAC committee for their review and comment on May 28 and it was presented to the District's Parent Advisory Committee (made up of School Site Council representatives) for their review and comment on May 29. At those meetings,</p>	<p>was in the area of customer service. There were many statements made focusing on the need for teachers to be more positive and enthusiastic and to create an environment where students and parents are not afraid to ask questions. In addition, other comments focused on the need for office staff to greet students and parents; to be friendly, cordial and show respect to parents. To begin addressing these issues, the district will use Title I funding to provide training in Cultural Proficiency. A leading expert in Cultural Proficiency will be the keynote speaker at the district's annual welcome back breakfast on August 19, an event that all certificated and classified staff will attend. Training will continue throughout the year with staff. In addition, the Human Resources department will provide training to classified staff in the area of customer service.</p> <p>The inclusion of art and PE teachers in the LCAP as part of a broad curriculum was based on feedback from community forums and the survey results. 95% of Spanish survey respondents and 81% of English respondents felt it was very important that students have access to other subjects beyond language arts and mathematics. Additionally, there were a large number of verbal and written comments surrounding providing students the opportunity to participate in art, PE, sports, and music activities. This resulted in the stakeholder committee identifying art, PE, sports, music, and technology as a district priority. Due to funding restraints, music teachers/instruction was not included in the LCAP at this time. It is felt that the district can meet the other areas through integration of subject areas and in the addition of the art and PE teachers.</p> <p>Student supports: interventions, tutoring, increased personnel and differentiation was another priority area identified by the stakeholder committee. As a result, school site allocations are included in the LCAP. The use of those funds will be aligned the goals in the LCAP as well as to the goals outlined in each school's Single Plan for Student Achievement for the purposes of meeting the individual needs of low-income, English learners and foster youth. Programs and services include: after school tutoring and/or intervention programs, increased bilingual aide support, professional development and additional instructional collaboration and planning time for teachers.</p>

Involvement Process	Impact on LCAP
<p>questions or comments that were made by committee members were discussed and documented. Comments made about the LCAP during the meeting were very positive and questions asked were for clarification. The plan did not require adjustment as a result of the meetings. The superintendent will prepare a written response that documents the questions/answers and comments from those meetings. The response will be provided to both committees by June 11.</p> <p>A Public Hearing was held on June 12 to offer members of the public an opportunity to comment on the LCAP. The LCAP would have been adjusted as appropriate and needed based on comments from the Public Hearing. However, the only comments made were from the PESD teacher’s union president. The comments were supportive of the content of the LCAP. The LCAP did not require adjustment as a result of the meeting. The LCAP went before the governing board on June 19 for approval.</p>	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, and pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: 100% of teachers are highly qualified and correctly placed PESD's student population is 88%	Hire and retain highly qualified and effective certificated, classified and administrative staff	All	All		The percent of highly qualified and correctly assigned teachers will remain at 100%	The percent of highly qualified and correctly assigned teachers will remain at 100%	The percent of highly qualified and correctly assigned teachers will remain at 100%	Basic; Implementation of State Standards; Pupil achievement; School climate LEA Plan p. 68 Goal 3

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<p>Hispanic, 7% African American, 3% white and 2% other.</p> <p>92% of all students are low income students.</p> <p>In 2013, 41.6% of students were proficient in ELA.</p> <p>In 2013, 51.4% of students were proficient in Math</p> <p>Metric: CALPADS Family Income Surveys Summative data Decile 1, 2, 3 Monitoring Report</p>								
Need: Facilities are in need of	Continue to offer safe, clean and	All	Elementary		Sites will continue to receive regular	Sites will continue to receive regular	Sites will continue to receive regular	Basic; Pupil achievement; Pupil

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regular maintenance and repair. The 2013 FIT walks showed all sites with the exception of 1 received an Exemplary rating. Metric: FIT walks	well-maintained schools to foster school connectedness, which in turn boosts students and staff health as well as students' educational achievement.				maintenance and repair	maintenance and repair	maintenance and repair	engagement; School climate
Need: No textbooks or instructional materials that are aligned to the CCSS have been acquired by the district. 84% of respondents to the district survey rated "access to standards aligned materials" as very important	Fully implement the Common Core State Standards in English language arts and mathematics as well as the English-language Development Standards and the Next Generation Science standards.	All	All		Adoption of Mathematics textbooks and instructional materials for use by all students including English learners, foster youth and low income students. The materials chosen for	Adoption of English language arts textbooks and instructional materials for use by all students including English learners, foster youth and low income students. The materials chosen for	Adoption of Science textbooks and instructional materials for use by all students including English learners, foster youth and low income students. The materials chose for adoption will have strong	Basic; Implementation of State Standards; Course access; Pupil achievement; Pupil engagement

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<p>Metric: Yearly inventory of textbooks and instructional materials to maintain compliance with statutes of the Williams Act.</p> <p>Units of study, lessons and assessments aligned to the new standards that have been developed</p>					<p>adoption will have Strong components and resources to support instruction for English learners, at-risk learners as well as students with disabilities.</p> <p>Mathematics instruction for students will be more rigorous, relevant and aligned to the Common Core State Standards.</p>	<p>adoption will have strong components and resources to support instruction for English learners, at-risk learners as well as students with disabilities.</p> <p>English language arts instruction for students will be more rigorous, relevant and aligned to the Common Core State Standards.</p>	<p>components and resources to support instruction for English learners, at-risk learners as well as students with disabilities.</p> <p>Science instruction for students will be more rigorous, relevant and aligned to the Next Generation Science Standards.</p>	
<p>Need: The district attendance rate is 95.1% 84% of respondents to</p>	Provide a comprehensive, engaging and relevant instructional	All	Elementary		<p>Maintain an attendance rate of at least 95.1%. Students will</p>	<p>Maintain an attendance rate of at least 95.1%. Students will</p>	<p>Maintain an attendance rate of at least 95.1%. Students will</p>	<p>Course access; Pupil achievement; Pupil engagement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>the survey rated "access to other subjects beyond math and language arts across all grade levels" as very important.</p> <p>Of the verbal and written comments gathered from community forums and the district survey, 51% centered on the desire for the inclusion of art, PE, music, performing arts and/or extra-curricular activities in our program.</p> <p>Metric: Attendance rates will be reported in District Interim Budget Reports</p>	<p>program for students.</p>				<p>receive art instruction from an art teacher.</p> <p>Students will receive physical education instruction from a Physical Education teacher.</p>	<p>receive art instruction from an art teacher.</p> <p>Students will receive physical education instruction from a Physical Education teacher.</p>		

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Review of classroom schedules. Walkthrough observations																							
<p>Need: <u>Suspension/Expulsion</u></p> <table border="1"> <thead> <tr> <th colspan="3">Data</th> </tr> <tr> <th>Year #</th> <th>Susp.</th> <th>Expul.</th> </tr> </thead> <tbody> <tr> <td>10-11</td> <td>784</td> <td>4</td> </tr> <tr> <td>11-12</td> <td>718</td> <td>7</td> </tr> <tr> <td>12-13</td> <td>454</td> <td>2</td> </tr> </tbody> </table> <p>84% of respondents to the district survey rated, "providing a welcoming environment at the school site" as very important to parent involvement efforts.</p> <p>In response to questions about increasing parent</p>	Data			Year #	Susp.	Expul.	10-11	784	4	11-12	718	7	12-13	454	2	The district is committed to creating an educational environment and culture where students feel safe and are motivated to come to school, and parents feel welcome and are encouraged to actively participate in their child's education.	All	All		<p>Decrease the number of suspensions by 5 %</p> <p>Maintain (as a maximum) current expulsion rates</p> <p>Continue to reinforce Positive Behavior Support and continue daily social skills instruction.</p> <p>On the annual survey, 70% of parents will indicate that they will feel welcome,</p>	<p>Decrease the number of suspensions by 2 %</p> <p>Maintain (as a maximum) current expulsion rates</p> <p>Continue to reinforce Positive Behavior Support and continue daily social skills instruction.</p> <p>On the annual survey, 80% of parents will indicate that they will feel welcome,</p>	<p>Decrease the number of suspensions by 2 %</p> <p>Maintain (as a maximum) current expulsion rates</p> <p>Continue to reinforce Positive Behavior Support and continue daily social skills instruction. On the annual survey, 90% of parents will indicate that they will feel welcome, respected and</p>	<p>Parent involvement; Pupil engagement; School climate</p> <p>LEA Plan p.79 Goal 4</p>
Data																							
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<p>involvement and creating a positive school environment, common concerns from stakeholder written and verbal feedback center around the need for increased communication; and the need for staff and teachers to be more respectful, kinder and friendlier to parents and students.</p> <p>Metric: Suspension/Expulsion Data</p> <p>Office referral data</p> <p>Annual survey of parents</p>					respected and encouraged to participate at their child's school.	respected and encouraged to participate at their child's school.	encouraged to participate at their child's school.	

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about school environment and opportunities for being involved at school.																																			
<p>Need: <u>CST: percent proficient 12-13</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>ELA</u></th> <th><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>All:</td> <td>41.6</td> <td>51.4</td> </tr> <tr> <td>Af Am</td> <td>40.8</td> <td>43.4</td> </tr> <tr> <td>Hisp</td> <td>40.9</td> <td>51.5</td> </tr> <tr> <td>White</td> <td>53.1</td> <td>65.4</td> </tr> <tr> <td>SED</td> <td>41.5</td> <td>51.4</td> </tr> <tr> <td>EL</td> <td>34.1</td> <td>47.4</td> </tr> <tr> <td>SWD</td> <td>29.8</td> <td>38.5</td> </tr> <tr> <td>Foster</td> <td>35</td> <td>25</td> </tr> </tbody> </table> <p>Metric: SBAC</p>		<u>ELA</u>	<u>Math</u>	All:	41.6	51.4	Af Am	40.8	43.4	Hisp	40.9	51.5	White	53.1	65.4	SED	41.5	51.4	EL	34.1	47.4	SWD	29.8	38.5	Foster	35	25	Increase percent of students scoring proficient and above on the English language arts and math SBACs, established in 2014-15	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		Increase percent of students scoring proficient and advanced	Increase percent of students scoring proficient and advanced	Increase percent of students scoring proficient and advanced	<p>Basic; Implementation of State Standards; Pupil achievement; Pupil engagement</p> <p>LEA Plan p.29, Goal 1;</p> <p>LEA Plan p.43 Goal 1 Title III Plan p.6, Goal 2C</p>
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All:	41.6	51.4																																	
Af Am	40.8	43.4																																	
Hisp	40.9	51.5																																	
White	53.1	65.4																																	
SED	41.5	51.4																																	
EL	34.1	47.4																																	
SWD	29.8	38.5																																	
Foster	35	25																																	
Need: <u>2012-13 CELDT:</u>	Increase the proficiency	English learners	All		Increased proficiency	Increased proficiency	Increased proficiency	Basic; Implementation of																											

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>AMAO 1: 57.7%</p> <p>AMAO 2: <5yrs: 25.6%</p> <p>>5yrs: 52.9%</p> <p>Need: 2012-13: 15% of ELs reclassified as RFEP</p> <p>Metric: CELDT Data District Assessment Data</p> <p>Metric: EL Reclassification Rate</p>	and reclassification rates of English learners				<p>percentage</p> <p>Benchmark</p> <p><u>AMAO 1 increase:</u> 1.5%</p> <p><u>AMAO 2 increase:</u> <5 yrs .5% >5 yrs .5%</p> <p>Increase reclassification percentage 17%</p>	<p>percentage</p> <p>Benchmark + 2 %</p> <p><u>AMAO 1 increase:</u> 1.5%</p> <p><u>AMAO 2 increase:</u> <5 yrs .5% >5 yrs .5%</p> <p>Increase reclassification percentage 19%</p>	<p>percentage</p> <p>Benchmark + 4 %</p> <p><u>AMAO 1 increase:</u> 1.5%</p> <p><u>AMAO 2 increase:</u> <5 yrs.5% >5 yrs .5%</p> <p>Increase reclassification percentage 21%</p>	<p>State Standards; Pupil achievement; Pupil engagement LEA Plan p.58, Goal 2</p> <p>Title III Plan p.1 Goal 2A;</p> <p>Title III Plan p.3, Goal 2 B</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English Learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Hire and retain highly qualified and effective certificated, classified	Basic; Implementation of State Standards;	Hire and retain highly qualified and effective certificated teaching and	LEA-Wide		Salaries: \$22,400,000	Salaries: \$22,700,000	Salaries: \$23,100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
and administrative staff	Pupil achievement; School climate LEA Plan p. 68 Goal 3	certificated administrative staff			Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Hire and retain highly qualified and effective certificated, classified and administrative staff	Basic; Implementation of State Standards; Pupil achievement; School climate LEA Plan p. 68 Goal 3	Hire and retain highly qualified classified, confidential and classified management staff, including: secretaries/clerks; management; grounds keepers; translators; maintenance and operations staff; and supervision, instructional and health aides	LEA-Wide		Classified Salaries: \$6,500,000 Funding Source: LCFF	Classified Salaries: \$6,500,000 Funding Source: LCFF	Classified Salaries: \$6,600,000 Funding Source: LCFF
Hire and retain highly qualified and effective certificated, classified and administrative staff	Basic; Implementation of State Standards; Pupil achievement; School Climate LEA Plan p. 68 Goal 3	Provide professional growth opportunities for classified, certificated, management, and governing board members. Expenses would include all conference and training expenses including all travel expenses and appropriate.	LEA-Wide		Conferences, trainings and materials: \$40,000 Funding Source: LCFF	Conferences, trainings and materials: \$40,000 Funding Source: LCFF	Conferences, trainings and materials: \$40,000 Funding Source: LCFF
Hire and retain highly qualified and effective certificated, classified and administrative staff	Basic; Implementation of State Standards; Pupil achievement; School	As a result of the evaluation process, for teachers needing additional support, the	LEA-Wide		Teacher extra-duty pay/stipend and professional development:	Teacher extra-duty pay/stipend and professional development:	Teacher extra-duty pay/stipend and professional development:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
	Climate LEA Plan p. 68 Goal 3	PAR program will include: a review panel, consulting teacher, teacher observations and staff development activities to assist a teacher to improve his or her teaching skills and knowledge			\$15,000 Funding Source: LCFF	\$15,000 Funding Source: LCFF	\$15,000 Funding Source: LCFF
Continue to offer safe, clean and well-maintained schools to foster school connectedness, which in turn boosts students and staff health as well as students' educational achievement.	Basic; Pupil achievement; Pupil engagement; School climate	Maintenance, repair and landscaping of schools; Expenditures to include: utilities, maintenance, supplies, contracts and other operating costs	LEA-Wide		Supplies, services and other expenses: \$4,200,000 Funding Source: LCFF	Supplies, services and other expenses: \$4,900,000 Funding Source: LCFF	Supplies, services and other expenses: \$5,000,000 Funding Source: LCFF
Fully implement the Common Core State Standards in English Language Arts and Mathematics as well as the English-language Development Standards and the Next Generation Science Standards.	Basic; Implementation of State Standards; Course Access; Pupil Achievement; Pupil Engagement	Adopt textbooks and instructional materials for Mathematics, English Language Arts and Science that are aligned to the CCSS.	LEA-Wide		Math Textbook Adoption: \$750,000 Funding Source: LCFF	Math Textbook Adoption: \$80,000 Funding Source: LCFF	Math Textbook Adoption: \$80,000 Funding Source: LCFF
					English Language Arts Textbook Adoption: \$0 Funding Source: LCFF	English Language Arts Textbook Adoption: \$750,000 Funding Source: LCFF	English Language Arts Textbook Adoption: \$80,000 Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
					Science Textbook Adoption: \$0 Funding Source: LCFF	Science Textbook Adoption: \$0 Funding Source: LCFF	Science Textbook Adoption: \$750,000 Funding Source: LCFF
					Supplies for Meetings and Professional Development: \$25,000 Funding Source: LCFF	Supplies for Meetings and Professional Development: \$25,000 Funding Source: LCFF	Supplies for Meetings and Professional Development: \$25,000 Funding Source: LCFF
Provide a comprehensive, engaging and relevant instructional program for students.	Course access; Pupil achievement; Pupil engagement	Hire full-time Art and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide	LEA-Wide		Certificated Art Teachers: \$540,000 Funding Source: Supplemental and Concentration Funds	Certificated Art Teachers: \$540,000 Funding Source: Supplemental and Concentration Funds	Certificated Art Teachers: \$540,000 Funding Source: Supplemental and Concentration Funds
					Art Materials and Supplies: \$70,000 Funding Source: Supplemental and Concentration Funds	Art Materials and Supplies: \$35,000 Funding Source: Supplemental and Concentration Funds	Art Materials and Supplies: \$25,000 Funding Source: Supplemental and Concentration Funds
					Certificated PE Teachers: \$0 Funding Source:	Certificated PE Teachers: \$540,000 Funding Source:	Certificated PE Teachers: \$540,000 Funding Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
					Supplemental and Concentration Funds	Supplemental and Concentration Funds	Supplemental and Concentration Funds
					PE Equipment: \$0	PE Equipment: \$70,000	PE Equipment: \$35,000
					Funding Source: Supplemental and Concentration Funds	Funding Source: Supplemental and Concentration Funds	Funding Source: Supplemental and Concentration Funds
Provide a comprehensive, engaging and relevant instructional program for students.	Course access; Pupil achievement; Pupil engagement	Provide district support in screening students for placement in the GATE program; coordinating GATE teacher meetings for program planning, training and collaboration; and GATE parent informational meetings	LEA-Wide		Screening materials, meeting supplies and teacher extra-duty pay: \$20,000	Screening materials, meeting supplies and teacher extra-duty pay: \$20,000	Screening materials, meeting supplies and teacher extra-duty pay: \$20,000
					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Increase percent of students scoring proficient and above on the English Language Arts and Math SBACs, established in 2014-15	Basic; Implementation of State Standards; Pupil achievement; Pupil engagement LEA Plan p. 29, Goal 1; LEA Plan p. 43, Goal 1; Title III Plan, p. 6, Goal 2C	Provide adequate classroom supplies, books and materials to complement the instructional program	LEA-Wide		Classroom Supplies and Materials: \$345,000	Classroom Supplies and Materials: \$345,000	Classroom Supplies and Materials: \$345,000
					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Fully implement the Common Core State Standards in English Language Arts and Mathematics as well as the English-language Development Standards and the Next Generation Science Standards.	Basic; Implementation of State Standards; Course access; Pupil Achievement; Pupil engagement	English learners; Review and purchase supplemental ELD materials that will provide additional support for English learners beyond the core ELA adoption	LEA-Wide		Supplemental ELD Materials: \$0 Funding Source: Supplemental and Concentration Funds	Supplemental ELD Materials: \$275,000 Funding Source: Supplemental and Concentration Funds	Supplemental ELD Materials: \$80,000 Funding Source: Supplemental and Concentration Funds
The district is committed to creating an educational environment and culture where students feel safe and are motivated to come to school, and parents feel welcome and are encouraged to actively participate in their child’s education.	Parent involvement; Pupil engagement; School climate LEA Plan p.79 Goal 4	English learners; Redesignated fluent English proficient pupils; Provide community-based English tutoring to parents of English learners and R-FEPS. The program will not only teach parents to speak English but will provide training on how they can help their children in school. Parents will be trained on key concepts and programs used in our schools.	LEA-Wide		Instructor, materials and supplies: \$30,000 Funding Source: Supplemental and Concentration Funds	Instructor, materials and supplies: \$30,000 Funding Source: Supplemental and Concentration Funds	Instructor, materials and supplies: \$30,000 Funding Source: Supplemental and Concentration Funds
Increase percent of students scoring proficient and above on the English	Basic; Implementation of State Standards;	Low income pupils; Foster youth; School site allocations to be used to provide additional services to	LEA-Wide		School Site Allocations: \$375,000	School Site Allocations: \$375,000	School Site Allocations: \$375,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Language Arts and Math SBACs, established in 2014-15	Pupil achievement; Pupil engagement LEA Plan p. 29, Goal 1; LEA Plan p. 43 Goal 1 Title III Plan p. 6, Goal 2 C	low income and foster youth. Services will be aligned to goals in the LCAP as well as goals and actions outlined in their Single Plans for Student Achievement			Funding Source: Supplemental and Concentration Funds	Funding Source: Supplemental and Concentration Funds	Funding Source: Supplemental and Concentration Funds
Increase the academic achievement and reclassification rates of English learners	Basic; Implementation of State Standards; Pupil achievement; Pupil engagement LEA Plan p. 58, Goal 2 Title III Plan p. 1 Goal 2A; Title III Plan p. 3, Goal 2 B	English learners; Redesignated fluent English proficient pupils: School site allocations to be used to provide additional services to English learners. Ensure equitable bilingual aide services across school sites. Services will be aligned to goals in LCAP as well as goals and actions outlined in their Single Plans for Student Achievement	LEA-Wide		School Site Allocations: \$375,000 Funding Source: Supplemental and Concentration Funds	School Site Allocations: \$375,000 Funding Source: Supplemental and Concentration Funds	School Site Allocations: \$375,000 Funding Source: Supplemental and Concentration Funds
Increase the academic achievement and reclassification rates of English learners	Basic; Implementation of State Standards; Pupil achievement; Pupil engagement LEA Plan p. 58, Goal 2 Title III Plan p. 1 Goal 2A; Title III Plan p. 3,	English learners; Continue to provide bilingual instructional aide support for ELs. Primary focus will be for students in SEI programs and students who have not been able to progress beyond the intermediate level of proficiency	LEA-Wide		Bilingual Aides: \$457,000 Funding Source: Supplemental and Concentrations Funds	Bilingual Aides: \$462,000 Funding Source: Supplemental and Concentrations Funds	Bilingual Aides: \$468,000 Funding Source: Supplemental and Concentrations Funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
	Goal 2B						

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Perris Elementary School District estimates that we will receive an increase of 5.3 million dollars in supplemental and concentration funds for the LCAP year. The increased funding will be used for activities such as: increasing the teacher work year by one day; a salary increase for staff, hiring art teachers (and later PE teachers); retaining and hiring additional bilingual aide instructional support at the school sites, providing the Community Based English Tutoring program and allocating funds to school sites based on a per pupil count.

Our district has an unduplicated student count of 94%. Because all of our schools have similar demographics, with high populations of low-income and English learner students, the funds will be expended districtwide to all school sites in an equitable manner.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

16.55% is the required minimum of increased or improved services that we must provide to English learner, low-income and foster youth above and beyond the services provided to all students in the LCAP year. The Perris Elementary School District has met the proportionality requirement through the addition of the following programs and services:

-Increasing the teacher work year by one day for the purposes of professional development. In doing so, the district will be able to ensure that all teachers across the district receive

consistent professional development that is standards based, focused on meeting the needs of students and supports effective classroom instruction.

-Providing a broader, more balanced curricular program for students by adding art teachers. These teachers will provide additional instruction in art above what the regular classroom teacher will provide. This will provide for a more overall engaging instructional day, and for students who may otherwise not be as successful in the core content areas, will allow them an opportunity to be successful in art. In addition, while students from one classroom are participating in art, it will free up the classroom teacher to engage in activities such as providing intervention support to another classroom.

-Ensuring that all schools have effective and equitable bilingual aide support for English learners. Bilingual aides will provide support to our Structured English Immersion program (SEI) and help ensure that we can provide L1 (primary language support) to students in need of those programs/supports. In addition, under the direction of the teachers, they will be able to provide intervention to English learners, as appropriate.

-Continuing to provide a 5% salary differential to classified clerical personnel who qualify to provide bilingual translation services. In doing so, we will be able to ensure that we have staff that can speak with parents in their native language which will help make them feel more welcome at our school sites. In addition, we will be able to ensure that any and all communication home to parents can be in their native language as well.

-Providing Community Based English tutoring. Through this program, we will be able to work with our parents and the community to teach them to speak in English and provide training on how to work with their children at home. Classes will focus on teaching/training parents on instructional strategies used in the classroom, such as Step up to Writing, QAR and UNRAAVEL. By doing so, we will be able to bridge a more solid home/school connection with our Spanish speaking parents.

-Allocating monies to all school sites to provide supplemental support for low-income, foster youth, English learners and redesignated fluent English proficient students that is aligned to the LCAP and their Single Plan for Student Achievement (SPSA). Sites will be able to plan individual programs and activities to meet the unique needs of their students. These include activities such as: afterschool tutoring, increased technology and professional development and collaboration time for teachers focusing on site goals and needs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.