

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

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LCAP Year: 2014-2015

**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.*

Empty rectangular box for additional information or notes.

### **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><b>Early Stakeholder Engagement</b>  <i>The school year opened with numerous orientation meetings regarding LCFF and LCAP. Many Perris Union High School District staff and administration attended informative workshops, vital to the process and design of LCAP. Measures took place to inform, invite, and engage district and site staff, as well as engage stakeholders including parent and community members, and students. The District's efforts began in early October 2013 with an invitation to all sites and parent advisory groups to begin to identify stakeholders. All school sites submitted stakeholder recommendations as well as extended an open invitation to participate in LCFF/LCAP forums and information sessions.</i></p> <p><b>District Committees</b></p>	<p>The establishment of Community Forums, Study Sessions, and surveys administered to all district staff, students, parents and community stakeholders, assisted in the development of the PUHSD LCAP and Strategic Plan by:</p> <ul style="list-style-type: none"> <li>▪ Creating a proactive approach to district needs and challenges; information and gather input;</li> <li>▪ Improving communication with community members to solicit personal and professional networks to share throughout our community, seeking their knowledge and input in the development of lifelong learning;</li> <li>▪ Building capacity from within and valuing the existing resources;</li> </ul>

Involvement Process	Impact on LCAP
<p><i>Advisory Community Meetings began in January 2014 and will continue throughout implementation of 3 year/LCAP- strategic plan. One or more of the Superintendent’s Cabinet acted as a liaison at each meeting, facilitating numerous break-out sessions and small groups.</i></p> <ul style="list-style-type: none"> <li>▪ <b>November 25, 2013</b> <i>District Orientation-open to all Specific goal overview, next steps, LCFF and LCAP, 8 state priorities.</i></li> <li>▪ <b>December 16, 2013</b> <i>District Bargaining Units Orientation Representatives from all unions, planning and oversight committee members attended Information meeting including LCFF and LCAP overview, eight domains, District Mission, Vision, Goals/ Objectives, timelines and implementation process.</i></li> <li>▪ <b>March 10, 2014</b> <i>District Workshop Administration from all district departments attended this LCAP session (template, timelines and expectation, increasing parent/community/student involvement, SPSA alignment). Early funding predictors for PUHSD were also presented.</i></li> <li>▪ <i>Administrative Leadership meetings conducted monthly where Principals, who serve as liaisons to their School Governance Councils (SSC, ELAC) and to the teachers and staff at each school.</i></li> </ul> <p><b>LCAP Community Forums</b> Each forum summarized the essential components of the LCAP in terms of a framework that began with the <u>needs</u> that had surfaced in the consultation process and survey administration, the three-year <u>goals</u> identified to meet each need, and a summary of both what the district is doing <u>now</u> to address the needs, and what was proposed to do <u>next</u> in order to improve or expand services to our students and subgroups.</p> <ul style="list-style-type: none"> <li>▪ <b>January 23, 2014</b> <i>Establish understanding of committee process, group norms development, overview of LCFF and LCAP, PUHSD Strategic Plan, and District wide survey (plans). Over 60 attended including students, parents, teachers and classified staff, administration and community members, representing all school sites. Forum minutes provided to participants via shared drive.</i></li> <li>▪ <b>February 17, 2014</b> <i>Committee reviewed survey results, student performance data, initial LCAP determination of needs, goals, actions needed, tentative recommendations. Over 55 attended including students, parents, teachers and classified staff, administration and community members, representing all school sites, working in table groups to share and generate ideas for improved actions and services within the eight state priorities. Forum minutes provided to participants via shared drive.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing a working understanding and appreciation of roles, communications, and strategies;</li> <li>▪ Gaining a better understanding of district demographics and stakeholder outreach;</li> <li>▪ Encouraging adherence to the spirit and intentions of LCAP;</li> <li>▪ Identification of specific needs and sharing of best practices;</li> <li>▪ Provided guidance and a model to be used at site Advisory meetings;</li> <li>▪ District-wide survey feedback provided;</li> <li>▪ Allowing and promoting genuine feedback on LCAP;</li> </ul> <p>Perris Union High School District, with the assistance of LCAP stakeholders, identified common themes and definite areas in need of special focus:</p> <ul style="list-style-type: none"> <li>▪ Increasing proficiency rates in ELA and Math for all students;</li> <li>▪ Closing achievement gaps in District’s lowest performing groups;</li> <li>▪ Increasing graduation requirements;</li> <li>▪ College and career preparation for all students;</li> <li>▪ Reduce incidents that interrupt instructional/learning offerings;</li> <li>▪ Increase parent/community partnerships.</li> </ul> <p>The Community Forums became a model by which sites conducted their Advisory Councils of LCFF and LCAP. They served as a way to inform, educate, and gather input and feedback from critical stakeholders: parents, students, community partners, staff, foster youth agencies, and interested business partners.</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>▪ <b>March 17, 2014</b> Review of survey results performance data, determination of needs, goals, actions needed, recommendations. Stakeholder survey:               <ul style="list-style-type: none"> <li>- What is necessary to ensure that all students will be successful?</li> <li>- What two things do you want most for your child/students?</li> </ul>               Over 55 attended including students, parents, teachers and classified staff, administration and community members, representing all school sites. Forum minutes provided to participants via shared drive.             </li> <li>▪ <b>March 25, 2014</b> Site teams align LCAP goals to site plans (SPSA)</li> <li>▪ <b>April 3, 2014</b> Study Session prioritizing and defining steps, actions per goal</li> <li>▪ <b>April 10, 2014</b> Study Session prioritizing and defining steps and actions per goal</li> </ul> <p><b>LCAP Communication &amp; Updates</b> LCFF/LCAP communications occurred through Advisory Councils sharing at the sites, district and community ‘Supe’s On!’ newsletter, all district and community notifications, and information presentations at monthly Board sessions.</p> <ul style="list-style-type: none"> <li>▪ <b>November 20, 2013</b> <b>Board Meeting</b> LCFF and LCAP overview, timelines, roles and responsibilities, stakeholder development</li> <li>▪ <b>February 19, 2014</b> <b>Board Meeting</b> Recap and update on LCAP Community Forums and LCAP development</li> <li>▪ <b>March 19, 2014</b> <b>Board Meeting</b> Draft LCAP update presented to PUHSD Governing Board</li> <li>▪ <b>April 16, 2014</b> <b>Board Meeting</b> Presentation summary of goals/actions/resource allocations</li> <li>▪ <b>June 9, 2014</b> <b>Special Board Meeting/Public Hearing</b> LCAP presentation and discussion</li> <li>▪ <b>June 18, 2014</b> <b>Board meeting</b> LCAP presentation and approval</li> </ul>	

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>July 2014</b> <i>The LCAP will be posted on the district's website and shared broadly in order to gather continual feedback from all stakeholders. Forums and study sessions are planned to continue throughout each year for review of progress toward goals, actions, and determine ongoing needs.</i></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, 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?

**LCAP Focus Goal 1: All students will attain proficiency in all academic content areas.**

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><b>Need:</b> To close the achievement gap (in the district's lowest performing groups) – attain grade level performance proficiency on CCCSS, state CST Science and CAHSEE exams, CELDT, AMAO 1-2-3. (Low performing groups include English language learners, low income, foster youth, and students with disabilities.)</p> <p>For students who are currently at/above grade level standards – maintain and advance student proficiency on CCCSS, state CST science and CAHSEE exams.</p>	<p><b>Goal 1:</b> All students will attain proficiency in all academic content areas. Academic content areas refer to courses in ELA, math, history &amp; science. A student is proficient when they perform at grade level based on assessments.</p>	All students	All schools and grade levels	<p>Prior CST indicators, CELDT, API/AYP/AMAOs</p>	<p>Develop base lines and maintain growth in accordance to API/AYP rates.</p> <p>Establish math and ELA proficiency baselines as measured by the CAASPP</p> <p>Increase student enrollment in AVID by 4% annually.</p> <p>Implementation of unit assessments aligned to units of study (CCCSS) in math and ELA (baseline establishment)</p> <p>Utilization of standards-aligned materials and resources</p>	<p>Meet state targets (API/AYP, etc.)</p> <p>Increase percentage of all students who are proficient/ advanced in English/Language Arts by 3% annually and in Math 3% annually.</p> <p>Increase student enrollment in AVID by 4% annually.</p> <p>Increase percentage of student's to be proficient/advanced by 5% annually in ELA and Math in the district's lowest performing groups (Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged)</p>	<p>Meet state targets (API/AYP, etc.)</p> <p>Increase percentage of all students who are proficient/ advanced in English/Language Arts by 3% annually and in Math 3% annually.</p> <p>Increase student enrollment in AVID by 4% annually.</p> <p>Increase percentage of student's to be proficient/advanced by 5% annually in ELA and Math in the district's lowest performing groups (Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged)</p>	<p>Conditions of Learning (Priority 1, 2, 7)</p> <p>Pupil Outcomes (Priority 4, 8)</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.)
	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	

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

<p><b>Need:</b> To increase the number of students completing requirements for post-secondary and career options.</p> <p><b>Metrics:</b> Middle school and High school graduation and dropout rates, chronic absenteeism rates, CAHSEE passage rates, AP and CTE enrollment and completion/passing rates, A-G enrollment and passage, standardized test scores, course passage</p>	<p><b>Goal 2:</b> All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.</p>	All students	All schools and grade levels	<p>Prior indicators (API, CST, transcript analysis)</p> <p>California High School Exit Exam (CAHSEE), Report card grades, % of students meeting UC/CSU requirements, annual graduation rate, other grad rate progress reports</p>	<p>Establish baselines and maintain growth in accordance to API/AYP rates.</p> <p>Increase percentage of students meeting middle and high school graduation requirements by 3% annually</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>Increase annual participation in: - A-G completion by 5%; - GATE identification and participation by</p>	<p>Meet State targets (API/AYP, etc.)</p> <p>Increase percentage of students meeting middle and high school graduation requirements by 3% annually</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>Increase annual participation in: - A-G completion by 5%; - GATE identification and participation by</p>	<p>Meet State targets (API/AYP, etc.)</p> <p>Increase percentage of students meeting middle and high school graduation requirements by 3% annually</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>Increase annual participation in: - A-G completion by 5%; - GATE identification and participation by</p>	<p>Conditions of Learning (Priority 1, 2, 7)</p> <p>Pupil Outcomes (Priority 4, 5, 8)</p>
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					<ul style="list-style-type: none"> <li>3% in middle school;</li> <li>- AP enrollment/ passing rate by 3%;</li> <li>- CAHSEE passing by 4% in Math and ELA; CAHSEE proficiency by 2% in Math and ELA;</li> <li>- High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</li> <li>- CTE pathway completion by 3%</li> </ul>	<ul style="list-style-type: none"> <li>3% in middle school;</li> <li>- AP enrollment/ passing rate by 3%;</li> <li>- CAHSEE passing by 4% in Math and ELA; CAHSEE proficiency by 2% in Math and ELA;</li> <li>- High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%</li> <li>- CTE pathway completion by 3%</li> </ul>	<ul style="list-style-type: none"> <li>3% in middle school;</li> <li>- AP enrollment/ Passing rate by 3%;</li> <li>- CAHSEE passing by 4% in Math and ELA; CAHSEE proficiency by 2% in Math and ELA;</li> <li>- High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%</li> <li>- CTE completion by 3%</li> </ul>	
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**LCAP Focus Goal 3: All departments and sites will provide a safe and positive environment for staff and students.**

<p><b>Need:</b> To increase student participation in programs designed to reduce incidents of bullying, dropout, suspensions/expulsions, violence and truancies.</p> <p><b>Metrics:</b> Williams Act (facilities), site level advisory groups, survey results from staff, parents, community, students; review of school level plans, in-depth school level data analysis (Healthy Kids survey, climate survey, discipline data), school attendance and chronic absenteeism rates, middle and high school dropout rates.</p>	<p><b>Goal 3:</b> All departments and sites will provide a safe and positive environment for staff and students.</p>	<p>All students</p>	<p>All schools and grade levels</p>		<p>Increase number of students participating in after school clubs, activities, sports, and academic programs by 10% annually.</p> <p>Reduce incidents of bullying, drug use, violence, and truancies and suspensions/expulsions by 10% on all campuses.</p> <p>Maintain facilities per Williams compliance</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p>	<p>Increase number of students participating in after school clubs, activities, sports, and academic programs by 10% annually.</p> <p>Reduce incidents of bullying, drug use, violence, and truancies and suspensions/expulsions by 10% on all campuses.</p> <p>Maintain facilities per Williams compliance</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p>	<p>Increase number of students participating in after school clubs, activities, sports, and academic programs by 10% annually.</p> <p>Reduce incidents of bullying, drug use, violence, and truancies and suspensions/expulsions by 10% on all campuses.</p> <p>Maintain facilities per Williams compliance</p> <p>Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p>	<p>Pupil Outcomes (Priority 4,8)</p> <p>Engagement (Priority: 5, 6)</p>
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**LCAP Focus Goal 4: Improve communication throughout the District and School Community.**

<p><b>Need:</b> To build parent/community capacity and participation in educational programs and offerings.</p> <p><b>Metrics:</b></p> <ul style="list-style-type: none"> <li>- LCAP Annual updates/reviews</li> <li>- District and site advisory committees (participation/sign in sheets), surveys, community outreach and parent sign in sheets from workshops, trainings, queries of parents accessing student information (Infinite Campus student information system, Haiku)</li> <li>- Business partners input (Workability, Work Experience Education)</li> </ul>	<p><b>Goal 4:</b> Improve communication and participation of all stakeholders throughout the district and school community.</p>	<p>All students</p>	<p>All schools and grade levels</p>		<p>Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <p>Increase parent capacity and participation in their child's education by 10% annually.</p> <p>Increase business and community networking by 10% annually.</p>	<p>Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <p>Increase parent capacity and participation in their child's education by 10% annually.</p> <p>Increase business and community networking by 10% annually.</p>	<p>Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <p>Increase parent capacity and participation in their child's education by 10% annually.</p> <p>Increase business and community networking by 10% annually.</p>	<p>Engagement (Priority 3, 5, 6)</p>
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### **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 52604 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, school-wide, countywide, or charter-wide 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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1:</b> All students will attain proficiency in all academic content areas.</p>	<p>Conditions of Learning (Priority 1, 2, 7)</p> <p>Pupil Outcomes (Priority 4, 8)</p>	<p><b>Objective 1.1:</b> <i>To increase the percentage of all students who are proficient/advanced in English Language Arts by 3% and in Math 3% annually:</i></p> <p><i>Professional Development</i> of instructional staff will be conducted reflecting the priorities, which support the implementation of California Common Core State Standards (CCSS) and the state’s priorities as identified by the State Board of Education and the California Department of Education.</p> <p>a. Common Core Implementation Teams (CCIT), Subject Area Committees (SAC), Best Practices Workshops (BPW), AVID Write Path Training, AVID Summer Institute, Haiku, Professional Learning Communities, RTi</p> <p>b. Before and after school tutorial programs</p> <p>c. CAHSEE prep classes offered before and after the school day.</p> <p>d. Summer Session credit recovery and acceleration program for students</p> <p>e. Computer lab for credit deficient students.</p>	LEA-wide		<p><b>Objective 1.1</b></p> <p><b>Professional Development</b> \$ 566,000 (CC) (1.1a)</p> <p><b>Summer Session</b> \$ 122,416 (LCFF-S) \$ 163,652 (TI) (1.1d)</p>	<p><b>Objective 1.1</b></p> <p><b>Professional Development</b> \$ 566,000 (CC) (1.1a)</p> <p><b>Summer Session</b> \$ 122,416 (LCFF-S) \$ 163,652 (TI) (1.1d)</p>	<p><b>Objective 1.1</b></p> <p><b>Professional Development</b> \$ 566,000 (CC) (1.1a)</p> <p><b>Summer Session</b> \$ 122,416 (LCFF-S) \$ 163,652 (TI) (1.1d)</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b>Objective 1.2</b>  <i>To close the achievement gap (in the district's lowest performing groups) by increasing the percentage of Hispanic, African American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in English Language Arts by 5% and in Math by 5%:</i></p> <p>a. Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote academic success.</p> <p>b. CAHSEE prep classes offered during the school day and after school for students who failed CAHSEE.</p> <p>c. Each student will have a device (1:1 Initiative) to ensure 24/7 personalized learning.</p> <p>d. Provide students with 21st Century tools to do authentic work.</p> <p>e. Provide opportunities for students to collaborate and communicate with peers, experts and their teachers.</p> <p>f. Access libraries of digital content that provide multiple pathways to learning.</p> <p>g. Pursue real world issues and topics of deep interest.</p> <p>h. Prepare for future hybrid and flipped learning environments.</p> <p>h. Wireless network expansion.</p> <p>i. Laptops and/or iPads for teachers replacing desktops.</p> <p>j. Site based Tech TOSAs for continual</p>			<p><b>Objective 1.2</b></p> <ul style="list-style-type: none"> <li>• 1:1 devices</li> <li>• Hardware/software needs</li> <li>• (4) Technology TOSAs</li> <li>• (4) Tech III</li> </ul> <p>\$ 990,326 (LCFF-S)                      \$ 733,734 (TI)                      \$ 52,000 (TII)</p>	<p><b>Objective 1.2</b></p> <ul style="list-style-type: none"> <li>• 1:1 devices</li> <li>• Hardware/software needs</li> <li>• (4) Technology TOSAs</li> <li>• (4) Tech III</li> </ul> <p>\$ 990,326 (LCFF-S)                      \$ 733,734 (TI)                      \$ 52,000 (TII)</p>	<p><b>Objective 1.2</b></p> <ul style="list-style-type: none"> <li>• 1:1 devices</li> <li>• Hardware/software needs</li> <li>• (4) Technology TOSAs</li> <li>• (4) Tech III</li> </ul> <p>\$ 990,326 (LCFF-S)                      \$ 733,734 (TI)                      \$ 52,000 (TII)</p>







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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
environment for staff and students.		<p>a. Increase enrichment opportunities for students on all campuses (field trips, guest speakers, and after school clubs)</p> <p>b. Implement peer to peer groups on all campuses.</p> <p><b>Objective 3.2</b> <i>Reduce incidents of bullying, drug use, violence, and truancies and suspensions/expulsions by 10% on all campuses:</i></p> <p>a. Develop a district wide system to identify, assist and monitor students who demonstrate behavioral challenges.</p> <p>b. Develop district wide student behavioral expectations to be implemented at all sites.</p> <p>c. Establish and implement consistent policies, procedures and protocols for implementation of district wide site PBIS.</p>	LEA-wide		\$ 148,453 (ASES)	\$ 148,453 (ASES)	
<b>Goal 4:</b> Improve communication and participation of all stakeholders throughout the district and school community.	Engagement (Priority 3, 5, 6)	<p><b>Objective 4.1</b> <i>Increase the use of technology to facilitate communication among all employees and community members:</i></p> <p>a. Utilize media such as Channel 3, You Tube, Facebook, 24/7, to communicate with parents and key stakeholders.</p> <p>b. Explore systems to contact parents (Student Information Systems, Remind 101, email, texting, Connect 5).</p> <p>c. Increase Wi-Fi connection and access within the community (hot spots) and widen the range on school campuses.</p> <p>d. Develop, promote and market easy- to- use app that will allow parents to check grades and attendance.</p>	LEA-wide				

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b>Objective 4.2</b> <i>Build parent/community capacity and participation in their child's education:</i></p> <ul style="list-style-type: none"> <li>a. Increase efforts to make parents partners in their child's education. Provide opportunities to build parent capacity.</li> <li>b. Create user friendly logins and passwords for parents.</li> <li>c. Educational workshops/trainings for parents (IC, Haiku, School Safety, Health Education, Physical Fitness, Parent Literacy, Computer Literacy, Parent Rights, GED, College Preparation, etc.)</li> <li>d. Conduct Parent Interest Surveys.</li> <li>e. Support Services for families (Social Worker, Marriage Family Therapist, and Mental Health Counselors)</li> </ul> <p><b>Objective 4.3</b> <i>Increase business and community participation by 10% annually:</i></p> <ul style="list-style-type: none"> <li>a. Building school partnerships (kiosk Scholar+ with district web address and access.</li> <li>b. Community events: Health Fair, Wellness Program, College &amp; Career Fairs</li> <li>c. Invite businesses to school events.</li> <li>d. Connecting businesses through Job Shadowing, Internships, and Senior Portfolios</li> <li>e. Business mentors, job presentation</li> </ul>	LEA-wide		<p><b>Objective 4.2</b> <b>Parent/Community Involvement</b> \$ 35,000 (TI) \$ 10,000 (TIII)</p>	<p><b>Objective 4.2</b> <b>Parent/Community Involvement</b> \$ 35,000 (TI) \$ 10,000 (TIII)</p> <p><b>Objective 4.2</b> <b>Support Services</b> for families within the district in need of counseling, therapy, and/or services: <i>4 Support Service Providers (Marriage, Family Therapist, Social Worker, or Crisis Counselor)</i> \$ 385,000 (LCFF-C)</p>	<p><b>Objective 4.2</b> <b>Parent/Community Involvement</b> \$ 35,000 (TI) \$ 10,000 (TIII)</p> <p><b>Objective 4.2</b> <b>Support Services</b> for families within the district in need of counseling, therapy, and/or services: <i>4 Support Service Providers (Marriage, Family Therapist, Social Worker, or Crisis Counselor)</i> \$ 385,000 (LCFF-C)</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p><b>Goal 1:</b> All students will attain proficiency in all academic content areas.</p>	<p>Conditions of Learning (Priority 1, 2, 7)</p> <p>Pupil Outcomes (Priority 4, 8)</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Additional support sections have been added to address the academic needs of students performing below grade level and/or at risk of not graduating.</p> <p>Extend the school day to offer small group instruction to students before and after school with classroom teachers using research-based, engaging best practices.</p> <p>Provide a Summer Session opportunity for student's to fulfill high school graduation requirements.</p>	LEA-wide		<p><b>For low income pupils, English learners (RFEP), foster youth:</b> <i>Additional support sections:</i> \$ 288,000 (LCFF-C)</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Additional support sections: \$ 288,000 (LCFF-C)</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Additional support sections: \$ 288,000 (LCFF-C)</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b><i>The district will use target services and programs for the lowest performing student groups:</i></b></p> <ul style="list-style-type: none"> <li>a. Students will be placed into additional support classes for strategic and intensive intervention assistance.</li> <li>b. Teachers and Para Educators will be trained in AVID instructional strategies to provide ongoing support for students.</li> <li>c. Summer Session remediation classes and after school tutoring programs will be offered in ELA, Math and CAHSEE.</li> <li>d. Determine student academic needs through district data analysis.</li> <li>e. Collaborative planning at PLCs to address needs of students skill acquisition.</li> <li>f. Use tiered RTi model (academic and behavioral).</li> <li>g. Administer student-led, standards based IEPs.</li> <li>h. Computer lab for credit deficient students.</li> </ul>			<p><b>Professional Development</b> \$ 50,000 (LCFF-C)</p>	<p><b>Professional Development</b> \$ 50,000 (LCFF-C)</p>	<p><b>Professional Development</b> \$ 50,000 (LCFF-C)</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b>For English learners:</b> Academic Language Development programs for ELL students as they prepare for the CELDT.</p> <p>Increase the number of students meeting the district reclassification criteria.</p> <p><b>For Foster Youth:</b> The academic outcomes and expectations will mirror that of general student population.</p> <p>Each foster student has an individual learning plan developed upon entry into the school district or when identified as being within the foster youth system.</p> <p>Data systems are created to ensure that the district identifies and serves its foster children (fields may include points of contact, grades, assessments, further supports, etc.)</p> <p>All staff is provided professional learning about</p>			<p><i>EL Leads</i> \$ 10,110 (LCFF-C)</p>	<p><b>EL Leads</b> \$ 10,110 (LCFF-C)</p>	<p><b>EL Leads</b> \$ 10,110 (LCFF-C)</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		the social, emotional, behavioral and academic needs of foster children so that they can be proactive in helping these children succeed.					
<b>Goal 2:</b> All students will graduate from high school prepared for post-secondary and career options	Conditions of Learning (Priority 1, 2, 7)  Pupil Outcomes (Priority 4, 5, 8)	<b>For low income pupils, English learners, (RFEP) foster youth:</b> Expand AVID (Advancement Via Individual Determination), to increase access to postsecondary education.  AVID teachers and counselors will use transcript analysis to monitor and communicate student progress towards college and career readiness.  Expand opportunities for more students to participate in programs that promote college transition services. Build partnerships with local UC/CSUs and community colleges.  <b>For English learners:</b> Summer Bridge Program with Mt. San Jacinto	LEA-wide		Activities aligned to Goal 1, Section 3a	Activities aligned to Goal 1, Section 3a	Activities aligned to Goal 1, Section 3a

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Community College (MSJC) for students to transition to postsecondary.</p> <p><b>For foster youth:</b> Improve school attendance, reduce truancy and chronic absences; increase compliance with state law.</p>					
<p><b>Goal 3:</b> All departments and sites will provide a safe and positive environment for staff and students.</p>	<p>Pupil Outcomes (Priority 4,8)</p> <p>Engagement (Priority: 5, 6)</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Develop culturally relevant positive behavioral intervention supports (PBIS) that address the needs of students in danger of suspensions.</p> <p>Provide opportunities for students to participate in UNITY Forums, Friday Night Live (FNL), Link Crew, and other safe and drug free activities.</p> <p><b>For foster youth:</b> Understand and respond to the reasons behind student absences and common attendance barriers. Attendance teams will use school climate data and</p>	LEA-wide		<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Activities aligned to Goal 1</p> <p><b>For foster youth:</b> Activities aligned to Goal 1</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Activities aligned to Goal 1</p> <p><b>For foster youth:</b> Activities aligned to Goal 1</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Activities aligned to Goal 1</p> <p><b>For foster youth:</b> Activities aligned to Goal 1</p>

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>surveys to identify barriers to attendance.</p> <p>School staff meet with the foster parent, court appointed special advocate, social worker, and/or other support adult to partner on the most successful school program for the student.</p>					
<p><b>Goal 4:</b> Improve communication and participation of all stakeholders throughout the district and school community.</p>	<p>Engagement (Priority 3, 5, 6)</p>	<p><b>For low income pupils, English learners (RFEP), foster youth:</b> Partner with parents and guardians to support their children’s education, through collaborative connections, referrals, and parent education, address particular communication and support need for families of all students.</p>	<p>LEA-wide</p>		<p>For low income pupils, English learners (RFEP), foster youth: Activities aligned to Goal 1</p>	<p>For low income pupils, English learners (RFEP), foster youth: Activities aligned to Goal 1</p>	<p>For low income pupils, English learners (RFEP), foster youth: Activities aligned to Goal 1</p>

- 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 Union High School District will receive \$ 5,872,934 million in Supplemental Local Control Funding Formula funds beginning in 2014-15. This amount will increase by approximately \$ 910,355 million in 2015-16 and \$ 937,975 million in 2016-17. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

PUHSD will offer a variety of programs and supports specifically for English learners (RFEP), low income students and foster youth. These include EL Leads at each site, Tech TOSAs, Academic TOSA, and programs to include AVID, AVID EXCEL. The district also offers services and programs that are aligned with LCAP goals that serve all students such as academic intervention classes, positive behavior support and technology integration. School wide implementation of these practices will not only have an impact on the learning environment and climate at the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, PUHSD will serve all students, especially focus students. As noted in the Perris Union High School district adopted budget, supplemental and concentration funds have been set aside for future expenditures for targeted schools, programs, and students, based on needs of the district. The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 8.87%. The list of expenditures is aligned with the goals of the PUHSD Local Control and Accountability Plan addressing the needs of our district's English learners, low-income students, and foster youth.

- 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.

The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 8.87%. Services for targeted focus groups include:

1. Support sections provide differentiation of instruction, additional language support, and scaffolding for students who are at risk of failing or have failed content course/s. Therefore, all teachers will receive training in supporting language acquisition and scaffolding learning.
2. Specific Staff Development to assist teachers to modify and individualize instructional programs in support of low-income, foster, English learners.
3. EL Leads to prepare and support CELDT assessment, provide students to acquire essential skills in the acquisition of academic language, provide professional development in ELD standards in instructional delivery as well as facilitate frequent student progress reviews in collaboration with instructional teams. Provide parent orientation and workshop sessions for parent community to become stakeholders in their child’s education.
4. Celebration of student achievements: Models of Excellence, Seal of Biliteracy, AVID (Gates Scholar & DELL Scholars,etc)

## LCFF Gap Funding Breakdown

	2014-15	2015-16	2016-17
Base Grant	\$3,606,724	\$844,679	\$987,845
Supplemental	\$2,528,832	\$522,271	\$538,116
Concentration	\$1,479,743	\$305,606	\$314,878
Grade Span (CTE)	\$399,359	\$82,478	\$84,981
Total Gap Funding (new funding allocations)	\$8,014,658	\$1,755,034	\$1,925,820

*\*Approximate Breakdown of Gap Funding*

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.

**2014-15 LCAP FINANCIAL SUMMARY**

Goal/ Objective	Action	LCFF-S	LCFF-C	LCFF-CTE	Common Core	TI	TII	TIII	Other	TOTAL
1.1	Professional Development				\$566,000					\$566,000
	Summer Session: Acceleration & Credit Recovery	\$122,416								\$122,416
	Credit Recovery (After School)					\$163,652				\$163,652
	Focus Groups: Support Sections		\$288,000							\$288,000
	Focus Groups: Professional Development		\$50,000							\$50,000
	Focus Groups: English Learner		\$10,110							\$10,110
1.2	Instructional Technology	\$2,210,266				\$733,734	\$52,000			\$2,996,000
1.3	District wide AVID					\$450,000				\$450,000
2.4	CTE			\$200,000					\$254,185 (Perkins)	\$454,185
3.1	Student Involvement					\$35,000			\$148,453 (ASES) \$331,225 (S3)	\$514,678
4.1	Parent Involvement					\$35,000		\$10,000		\$45,000
	<b>TOTALS</b>	<b>\$2,332,682</b>	<b>\$348,110</b>	<b>\$200,000</b>	<b>\$566,000</b>	<b>\$1,417,386</b>	<b>\$52,000</b>	<b>\$10,000</b>	<b>\$733,863</b>	<b>\$5,660,041</b>

## Appendix A

## LCFF and LCAP: Some Key Terms

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<b>ADA:</b>	Average Daily Attendance - the average number of pupils actually attending classes for at least the minimum day.
<b>AP:</b>	Advanced Placement - Courses offering college-level curriculum and examinations to high school students.
<b>API:</b>	Academic Performance Index - a measurement of a school's academic performance and progress.
<b>ASES:</b>	After School Education and Safety - a program designed to provide safe and educationally enriching alternatives for youth during non-school hours, including an educational and literacy element and educational enrichment.
<b>AVID:</b>	Advancement Via Individual Determination - The AVID Program directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle".
<b>BASE RATE:</b>	State funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.
<b>BRIDGE:</b>	Provides academic support and case management to identified students
<b>CAASPP:</b>	California Assessment of Student Performance and Progress - California's new statewide student assessment system established January 1, 2014.
<b>CAHSEE:</b>	California High School Exit Examination - California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with grade level skills in reading, writing, and math,
<b>CCCSS:</b>	California Common Core State Standards
<b>CCIT:</b>	Common Core Implementation Team - teacher teams working collaboratively to build units of study and assessments aligned to Common Core State Standards
<b>CCR:</b>	California Code of Regulations
<b>CCSS:</b>	Common Core State Standards - an education initiative based on the 8 state priorities outlined in the LCFF legislation, as adopted by California and 44 states detailing what K-12 students should know at the end of each grade.
<b>CELDT:</b>	California English Language Test - given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in transitional kindergarten through grade twelve in California public schools. The CELDT identifies students who are limited English proficient; determines the level of English language proficiency of students who are limited English proficient; assesses the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
<b>COE:</b>	County Office of Education
<b>CST:</b>	California Standards Test
<b>CSU:</b>	California State University
<b>CTE:</b>	Career Technical Education - Education programs which are directly related to preparing students for employment in occupations requiring other than a baccalaureate or advanced degree.
<b>DELAC:</b>	District English Learner Advisory Committee
<b>DISCRETIONARY:</b>	Refers to funds with some flexibility in use.

<b>EAP:</b>	Early Assessment Program
<b>EC:</b>	Education Code
<b>EIA:</b>	Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient, and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.
<b>EL:</b>	English Learner
<b>ELA:</b>	English Language Arts
<b>ELD:</b>	English Language Development - Direct instruction for English Learners
<b>ERWC:</b>	Expository Reading and Writing Course - Full year college preparatory English course for high school juniors and seniors, that aligns with California ELA Content Standards. It addresses critical reading and writing. Prepares students to meet college and university expectations.
<b>ESY:</b>	Extended School Year (Special Education services)
<b>FEP:</b>	Fluent English Proficient
<b>FREE &amp; REDUCED LUNCH:</b>	In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal and under \$30,615 for free meals. This guideline defines "low-income" (LI) for purposes of the LCFF.
<b>FY:</b>	Fiscal Year
<b>GATE:</b>	Gifted and Talented Education
<b>GED:</b>	General Education Development - for adults who do not have a high school diploma. Those who pass the test receive a California High School Equivalency Certificate
<b>HQT:</b>	Highly Qualified Teacher
<b>IC:</b>	Infinite Campus (student information system)
<b>IEP:</b>	Individualized Education Plan (Special Education)
<b>ILP:</b>	Individual Learning Plan
<b>LCAP:</b>	Local Control and Accountability Plan - a plan and budget adopted by a school district that reflects goals and specific actions, as well as any locally adopted priorities.
<b>LCFF:</b>	Local Control Funding Formula - California's new school finance model for allocation of state funding to local school districts.
<b>LEA:</b>	Local Educational Agency
<b>LTEL:</b>	Long Term English Learner
<b>MSJC:</b>	Mt. San Jacinto Community College
<b>OCS:</b>	On-campus suspension
<b>PBIS:</b>	Positive Behavior Intervention System - Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.
<b>PLC:</b>	Professional Learning Communities
<b>PTA:</b>	Parent - Teacher - Association
<b>PTSO:</b>	Parent - Teacher - Student Organization
<b>PUHSD:</b>	Perris Union High School District

- REVENUE LIMIT:** Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.
- RtI:** Response to Intervention and Instruction - Program which includes universal screening, diagnostics, interventions, and progress monitoring of students.
- SAC:** Subject Area Committee
- SARB:** School Attendance Review Board
- SARC:** School Accountability Report Card
- SBAC:** Smarter Balanced Assessment Consortium
- SPSA:** Single Plan for Student Achievement
- SSC:** School Site Council
- STEM:** Science, Technology, Engineering and Mathematics
- SWD:** Students with Disabilities
- SUBGROUPS:** The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.
- SUPPLEMENTAL FUNDING: (LCFF-S)**  
Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts towards funding of an additional 20% of the base rate. The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.
- TI:** Title One
- TII:** Professional Development
- TIII:** Funding for Limited English Proficient students
- TOSA:** Teacher on Special Assignment
- UC:** University of California
- WEE:** Work Experience Education
- WICOR:** Writing, Inquiry, Collaboration, Organization, Reading (AVID)
- WILLIAMS REQUIREMENTS/BASIC SERVICES:**  
California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.