

**LEA Plan Evaluation  
PUHSD Educational Services  
2014-2015**

<b>Part 1: Introduction &amp; Summary</b>	<b>Exceptional</b>	<b>Acceptable: May need some modest revision in an area</b>	<b>Needs Revision:</b>	<b>Needs Significant Revision:</b>
<b>Vision</b> LEA should: <ul style="list-style-type: none"> <li>Describe specifically how student outcomes will have changed by 2015</li> <li>Articulate what those changes will mean for students, teachers, and administrators</li> </ul>		X These items are addressed in detail in the LCAP & Annual Update		
<b>Needs Assessment/Performance Challenges</b> LEA should: <ul style="list-style-type: none"> <li>Identify 3-5 major performance challenges based on consistent trends in the data</li> <li>Describe the rationale (including supporting data) for selecting the performance challenges</li> </ul>	X These items are addressed in detail in the LCAP & Annual Update			
<b>Overview:</b> LEA should: <ul style="list-style-type: none"> <li>Identify priorities for this plan and how they fit together to impact the identified needs and Common Measures. <i>Priorities are the strategies in which the LEA is investing the most resources (both financial and non-financial)</i></li> <li>Describe how the plan represents an improvement over things the LEA has done before</li> </ul>	X These items are addressed in detail in the LCAP & Annual Update			
<b>Stakeholder Engagement in Developing the Plan:</b> LEA should: <ul style="list-style-type: none"> <li>Ensure that all stakeholders understand the plan and that representatives from all stakeholder groups have had an opportunity to provide input into the plan</li> </ul>	X These items are addressed in detail in the LCAP & Annual Update			

Part 2: Details, Goals, Objectives, Strategies, Activities and Outcomes

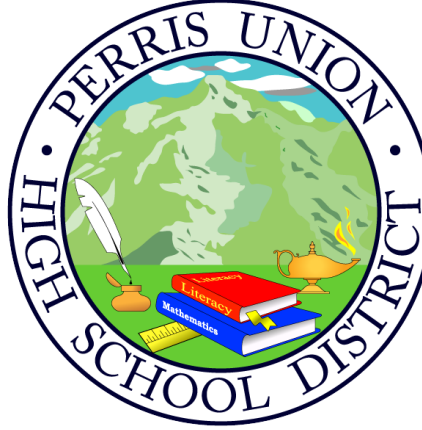
{Background: Overall, the boxes in this part of the application are designed to facilitate in LEA’s answering of the following questions:}

- What will we do in this area to raise student achievement (strategies and activities)?
- How much will our activities cost, and which source of funds will be used (budget)?
- Who will be responsible for leading these efforts (person responsible)?
- When will our activities occur, and what is the appropriate sequence (timelines)?
- What are the milestones associated with our activities, and how will we monitor implementation (deliverables)?
- Which student achievement measures (or measures that correlate with student achievement) will be impacted, and by how much (measures)?

The narrative provides an opportunity for LEAs to weave together the rationale and expected outcomes for the articulated strategies and activities. For each objective the following rubric will be used. Additional background information is listed below by objective.

Strategies/Activities/Outcomes	Exceptional	Acceptable: May need some modest revision in an area	Needs Revision:	Needs Significant Revision:
Based on its needs assessment and the goal of raising student achievement, the LEA should: <ul style="list-style-type: none"><li>▪ Identify specific activities it will undertake to meet the required strategies, and the deliverable(s) of those activities</li><li>▪ Identify additional high impact strategies and activities that are based on the LEA’s needs assessment</li><li>▪ Articulate how much activities will cost</li><li>▪ Select Outcome Measures that are aligned to the Common Measures and/or measure achievement of the objective, and set ambitious, achievable targets against those measures</li></ul>		X These items are addressed in detail in the LCAP & Annual Update		
<b>Narrative</b> LEA should answer the following questions in a concise and comprehensive way (LEA may address the questions individually if preferred): <ul style="list-style-type: none"><li>▪ How much do the strategies and activities integrate to achieve this objective?</li><li>▪ How much will this work impact the identified needs and Common Measures?</li><li>▪ How will this be an improvement over what the LEA has tried before?</li><li>▪ How will the LEA ensure that this is sustainable?</li></ul>		X These items are addressed in detail in the LCAP & Annual Update		

	Exceptional	Acceptable: May need some modest revision in an area	Needs Revision:	Needs Significant Revision:
<b>Part 3: Activities to Remove, Success Factors, Communications and Resources Needed</b>				
<b>Activities to Remove</b> <i>{Background: Implementing new, more effective strategies/activities, by definition, means ceasing to do less effective ones. This section is intended to help LEAs think through what ineffective activities they will stop doing. In particular, LEAs are encouraged to identify those ineffective activities they are implementing that are using up significant resources (both financial and non-financial)}</i>  LEA Should: <ul style="list-style-type: none"> <li>List all of the activities (and required related information) it plans to stop doing</li> </ul>		X These items are addressed in detail in the LCAP & Annual Update		
<b>Needs Assessment/Performance Challenges</b> LEA should: <ul style="list-style-type: none"> <li>Identify 3-5 major performance challenges based on consistent trends in the data</li> <li>Describe the rationale (including supporting data) for selecting the performance challenges</li> </ul>		X These items are addressed in detail in the LCAP & Annual Update		
<b>Success Factors/Risks:</b> LEA should: <ul style="list-style-type: none"> <li>Identify what resources—systems, people, and processes—it will deploy to ensure the plan’s success</li> <li>Articulate the implementation risks and a clear plan for mitigating them</li> <li>Note what short-and mid-term data it will use to monitor the effectiveness of implementation</li> <li>Explain how it will make necessary changes in implementation if the data shows that some part of the plan is not being implemented effectively or is not working as predicted</li> </ul>		X These items are addressed in detail in the LCAP & Annual Update		
<b>Stakeholder Engagement in Implementing the Plan:</b> The success of the plans rests in part in ensuring that all stakeholders will support full implementation. LEA should: <ul style="list-style-type: none"> <li>Ensure that all stakeholders understand the plan and their role in ensuring its success</li> </ul>		X These items are addressed in detail in the LCAP & Annual Update		



**PERRIS UNION HIGH SCHOOL DISTRICT**  
*Local Control and Accountability Plan and  
Annual Update*

**Perris Union High School District  
Board Room  
155 E. Fourth Street  
Perris, CA 92570**

**LEA:** Perris Union High School District  
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Dian Martin, Coordinator of Educational Services, [dian.martin@puhsd.org](mailto:dian.martin@puhsd.org) 951-943-6369, ext. 81106

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Involvement Process				Impact on LCAP/LEA PLAN
<p>The Perris Union High School District (PUHSD) significantly increased opportunities for stakeholder engagement in preparation of the 2015-2016 Local Control Accountability Plan (LCAP). The district's goal has been to provide meaningful opportunities for authentic feedback to identify current needs and to determine necessary steps/actions specific to the needs.</p> <p>Stakeholder engagement was encouraged at a variety of levels during the 2014-2015 school year:</p> <ul style="list-style-type: none"> <li>• The LCAP Stakeholder Committee, is comprised of parents, students, staff, business, religious and community leaders, as well as bargaining unit members representing certificated and classified personnel.</li> <li>• Stakeholders were invited to school site advisory councils in which LCAP discussions, reviews of district and site data, and determination of needs and options to address district and site determined goals were conducted.</li> <li>• District advisory councils were also held in which stakeholders participate in LCAP discussions and design.</li> </ul>				<p>Stakeholder feedback primarily occurred during advisory council meetings and specific minutes of School Site Council, English Learner Advisory Council, and even PTA reviewed and discussed academic, behavioral, social needs of students and school community as well as parent engagement.</p> <p>The objectives and actions of the 2014-2015 LCAP were consolidated under four goals, reflecting the district's mission and vision. These goals will remain the same for the 2015-2016.</p> <p>An intense review of student performance, program and service effectiveness, and budgetary alignment to needs and goals yielded specific and targeted focus areas. The following is an overview of voiced needs, expectations, and priorities, all placing student success and educational excellence as top priorities:</p> <ul style="list-style-type: none"> <li>• Access and success of A-G offerings.</li> <li>• Provision and expansion of CTE offerings, career exploration classes, and career experiences to develop both college and career readiness.</li> <li>• Increase Dual Enrollment offerings to promote cost-saving college opportunities and academic acceleration for students.</li> <li>• Proactive interventions and supports to reduce failing grades to include providing assessment workshops that examine current grading practices and align assessments to the statewide assessments and to 'college and career readiness' as described in the CCSS.</li> <li>• Common Core and SBAC applications using integration of technology throughout the instructional day.</li> <li>• Increase 24/7 technology opportunities for all students.</li> </ul>
	<b>SSC</b>	<b>ELAC</b>	<b>District DELAC</b>	
Pinacate MS	1/24/14 2/26/14 3/26/14 4/30/14 5/27/14 6/3/14 8/27/14 9/24/14 2/2/15	2/3/14 4/7/15	1/30/15 24 participants  2/2/15 21 participants  3/5/15 6 participants	

	4/7/15		3/25/15 4/23/15	
Heritage HS	4/9/14 5/14/14 9/10/14 10/10/14 11/12/14 2/11/15	9/25/14 1/29/15 2/26/15		<ul style="list-style-type: none"> <li>Update instructional materials to reflect current research, cultural diversity, and applications. Instructional Material Committees will continue its practice for instructional material review and adoption, making appropriate adjustments to meet Common Core State Standards (CCSS).</li> <li>Continue the development and implementation of Positive Behavioral Intervention and Supports (PBIS) for improvement to: <ul style="list-style-type: none"> <li>Close the achievement gap</li> <li>Provide culturally responsive school environments</li> <li>Provide positive behavior interventions and supports.</li> <li>Respond to instruction and intervention using a multi-tiered system of supports.</li> <li>Provide the least restrictive environment for all students.</li> </ul> </li> </ul>
Paloma Valley HS	1/14/15 2/11/15 3/11/15	1/22/15		<p>PBIS is not a scripted curriculum or intervention. It is a 'prevention oriented' way for school personnel to:</p> <ul style="list-style-type: none"> <li>organize evidence-based practices;</li> <li>improve the implementation of these practices;</li> <li>maximize academic and social behavior outcomes for students</li> </ul>
Perris HS	6/3/14 9/2/14 10/7/14 11/4/14 12/2/14 2/3/15 3/3/15	10/7/14 11/4/14 12/2/14 2/10/15 3/3/15		<ul style="list-style-type: none"> <li>Continue to provide professional development for staff to maximize level of instruction and level of student learning. <ul style="list-style-type: none"> <li>Provide professional development and resources for teachers of English Learners and mathematics (Algebra, Geometry, and Algebra 2)</li> <li>Begin examining New Generation Science Standards (NGSS) and develop 'anchor tasks' for NGSS implementation.</li> <li>Provide professional development for paraeducators to improve instructional support practices in the classroom.</li> </ul> </li> </ul>
Perris Lake HS	10/6/14 2/9/15			
Academy	12/17/14			
<ul style="list-style-type: none"> <li>Recommendations from LCAP Stakeholders via Advisory Councils were shared throughout the year and are included in the plan.</li> <li>District Leadership &amp; Management met once a month and reviewed data, surveys, SPSA (Single Plans for Student</li> </ul>				

<p>Achievement). Determination of needs and proposed actions were compiled. The main topics of discussions were the sustainability of new programs (Technology, Common Core, AVID, SBAC testing) and the design of next steps to remain progressive and provide effective supports, services, and programs.</p> <ul style="list-style-type: none"><li>• Community public forums were held to solicit public feedback and to provide opportunities for community members to have a voice in the process. LCAP updates were presented at Board meetings in November 2014, February 2015, March 2015, and April 2015.</li><li>• A Public Hearing will be held on June 8, 2015 and the LCAP will be reviewed and, hopefully, approved on June 17th, 2015, at the PUHSD Governing Board meeting.</li><li>• Four parent public forums were held to solicit input from parent groups. These forums were held in conjunction with the District English Language Advisory Council (DELAC) so that parents of English Learner students could join the LCAP process.</li><li>• Parents of Student with Disabilities have been apprised of LCAP goals/objectives/actions via IEP meetings, Community Action Council (CAC) in conjunction with Riverside County SELPA (Special Education Local Plan Area).</li><li>• Student focus groups were not held in abundance this year at the sites. In 2013-2014, student groups represented English Learners, Foster Youth, Students with Disabilities, African American students, student leaders, including members of ASB and other leadership clubs. These focus groups were held to discuss needed interventions and support to address academic, discipline, and attendance issues.</li></ul>	<p>A focused effort will continue to reclassify EL students, and refine the ELD curriculum to meet the linguistic needs of students. Intervention and supports are necessary to help the transitioning students. Professional development needs to continue in this area.</p> <p>One site will have an EL Coach to build an English Learner Professional Learning Community, to improve instructional support practices in the classroom, maintain proper alignment of curriculum and instructional practices that result in reclassification and promote literacy/language support, and improve coordination of services to enhance quality of EL services to students and parents.</p> <ul style="list-style-type: none"><li>• Extended school year learning opportunities to allow smaller learning communities and tutorials for students in need of credit recovery and/or acceleration.</li><li>• Strengthening of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the Common Core State Standards, align current practices in instruction and assessment to Smarter Balanced, monitor progress in all student groups/subgroups to provide appropriate interventions.</li><li>• Support and expand AVID (Advancement Via Individual Determination) and integrate AVID strategies into daily instruction, and provide professional development through subject-area conferences and workshops AVID strategies promote strong interpersonal skills and cultivate individual persistence, which are all key attributes for college retention and success.</li><li>• Provide support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy opportunities, like ESL for parents, technology, A-G requirements, college access and success, Parent Link,</li></ul>
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	<p>and how to be a partner in your child’s educational journey).</p> <ul style="list-style-type: none"><li>○ Individual sites provide parent workshops that update and inform parents of their child’s academic progress, educate them to be strong college advocates and advisors to their child, and actively engage them in their child’s education and career goals.</li></ul> <p>Workshops may include the following:</p> <ul style="list-style-type: none"><li>○ Learning about college enrollment and career opportunities</li><li>○ Learning to monitor student’s grades</li><li>○ Learning about Common Core and other curriculum, including state testing, electives and CTE programs.</li><li>○ Learning how to provide an effective study environment for their child at home</li></ul> <p>Counselors continue to regularly assess student transcripts to ensure students are on track to graduate. If they fall off track, Counselors can intervene quickly and work to enroll them in appropriate classes to recover credits.</p> <ul style="list-style-type: none"><li>○ Counseling: student placement, connectedness, career and college planning and possibilities:</li><li>○ Additional counseling and/emotional supports are needed for our students. Additional counselors and hiring of ERMHs (Educationally Related Mental Health), plus School Psychologist interns have been allocated and will be targeted at schools with high concentration of need.</li><li>○ Need for college and career readiness is identified. Model of Excellence for Counseling will provide transcript analysis, appropriate student placement, long-term educational planning and college and career exploration.</li></ul>
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	<ul style="list-style-type: none"><li>○ Continue communication with district's educational partners to align courses and programs so that students seamlessly transition into college.</li><li>○ Strengthening parent and community partnerships and increasing parent engagement are high-priority needs. As such, PUHSD will continue with site liaisons at two comprehensive sites, and a District Parent Liaison. The District Parent Liaison will develop a Community Engagement Plan that addresses the CDE Framework for Parent and Family Engagement.</li><li>○ Stakeholders unequivocally expressed a need for broadening Career and Technical Education (CTE) programs. Such offerings will include dual-enrollment opportunities for academic achievement.</li><li>○ Increase and improve technology, including better teacher and student access and use of web-based resources</li></ul>
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	of study (CCCSS) in math and ELA (baseline establishment)		three unit assessments, and district comprehensive final exams. In addition, approximately 3,500 students in grades 5-8 and 11 took a Smarter Balanced Interim Assessment Block. These assessments will be the baselines for future comparison.
	5. Utilization of standards-aligned materials and resources		<p>5. The Math CCIT (Common Core Implementation Team) evaluated 'Integrated' Math textbooks from seven different publishers and using a rubric, decided on one text to pilot. During the second semester, 15 teachers piloted the text and all other teachers of 'Integrated' Math were offered the opportunity to use the materials in a scaled down version.</p> <p>The ELA CCIT created units of study aligned to the CCSS, which included novels, open and primary source documents. Each unit includes a benchmark assessment on the standards covered.</p> <p><u>Special Ed</u> On December 10, 2014 and February 9, 2014, Kate Cahill, RCOE Professional Developer, conducted Common Core training for all Special Ed teachers. Special Education teachers collaborated with general education teachers designing standards-aligned materials and resources for general education full-inclusion classes. Special Education and general education teachers participated in PLC's together for planning for students with disabilities. <i>Special Education, Goal met</i></p>
	6. Analyze and review EL reclassification		<p>6. <u>Reference Link 1.6:</u> <a href="https://goo.gl/oLoifU">https://goo.gl/oLoifU</a></p> <p>DELAC participants provided input on the current reclassification criteria on March 5th and April 23rd. A team of teachers, counselors, and two administrators met on 5/21 to analyze the teacher recommendation component and specifically the course grade requirement. The team looked at data from the current student population and compared the number of students who met the CELDT Requirements but failed to meet the math and/or grade requirements. The team also evaluated options for standardized assessments in English Language Arts. The team will meet again to make</p>

		<p>recommendations to district leadership and plans to send a recommendation to the school board.</p> <p><u>Special Ed</u></p> <table><tr><th></th><th>Total</th><th>EL</th><th>%</th><th># RFEP</th><th>% of Spec.Ed</th></tr><tr><td>2014-15</td><td>831</td><td>256</td><td>30%</td><td>72</td><td>8.7%</td></tr><tr><td>2013-14</td><td>844</td><td>255</td><td>30.2%</td><td>59</td><td>7.0%</td></tr></table> <p><i>Special Education, goal partially met</i></p> <p>7. The PUHSD conducted transcript analysis for all juniors in the PUHSD in partnership with RCOE. This analysis conducted in the spring of the 2014-15 school year, was designed to gather baseline data to support the work of guidance departments in increasing the current graduation rate and also the number of students meeting the a-g requirements. This includes all major focus groups.</p> <p><b><u>A-G Completion Rates</u></b></p> <table><tr><th>School</th><th>2013</th><th>2014</th></tr><tr><td>Perris High School</td><td>24.8%</td><td>34%</td></tr><tr><td>Heritage HS</td><td>26.3%</td><td>32.4</td></tr><tr><td>Paloma Valley HS</td><td>24.5%</td><td>34%</td></tr><tr><td>District</td><td>21.6%</td><td>32.1%</td></tr></table> <p>Reference Link 1.7: <a href="https://goo.gl/nXMWzM">https://goo.gl/nXMWzM</a></p> <p><b><u>A-G Enrollment</u></b></p>		Total	EL	%	# RFEP	% of Spec.Ed	2014-15	831	256	30%	72	8.7%	2013-14	844	255	30.2%	59	7.0%	School	2013	2014	Perris High School	24.8%	34%	Heritage HS	26.3%	32.4	Paloma Valley HS	24.5%	34%	District	21.6%	32.1%
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			<b>2014-15</b> SWD EL Foster LI	<b>7625</b> <b>605</b> <b>1033</b> <b>60</b> <b>4,856</b>	<b>2577</b> 221 292 30 1631	<b>2723</b> 212 171 12 1368	<b>2325</b> 172 570 18 1857
			<b>2013-14</b> SWD EL Foster LI	<b>7492</b> 438 931 34 5125	<b>2536</b> 165 243 17 1715	2629 146 174 8 1345	2327 127 514 9 2065
			<b>2012-13</b> SWD EL Foster LI	7477 440 789 38 5042	2485 159 177 21 1636	2572 141 159 8 1293	2420 140 453 9 2113
				<b>District</b>	<b>HHS</b>	<b>PVHS</b>	<b>PHS</b>
			<i>Data indicates number of students who have taken 1-2 A-G courses and 3 or more (unduplicated counts).</i>  <u>HHS</u> : for the 2014-15 year, 98.6% of total student population were enrolled in 1 or more A-G courses; 2013-14 is 98.8%; 2012-13 is 98.1% <u>PVHS</u> : 99.4% of total student population were enrolled in 1 or more A-G courses; 2013-14 is 98.9%; 2012-13 is 98.9% <u>PHS</u> : 98% of total student population were enrolled in 1 or more A-G courses; 2013-14 is 97.2%; 2012-13 is 98.1%				
<b>LCAP Year: 2014-15</b>							
Planned Actions/Services				Actual Actions/Services			

	Budgeted Expenditures		Estimated Actual Annual Expenditures																
<p>Objective 1.1: To increase the percentage of all students who are proficient/advanced in English Language Arts by 3% and in Math 3% annually: Professional Development 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>Professional Development: \$566,000 (CC)</p> <p>Summer Session: \$122,416 (LCFF-S)</p> <p>Summer Session: \$163,652 (TI)</p>	<p>Objective 1.1:</p> <p>a. Common Core Implementation Teams (CCIT) in Math met eleven times throughout the school year, which included 42 different teachers, to develop units of study that are aligned to the Common Core State Standards. CCIT's in ELA met on eight occasions and involved 28 teachers to develop units of study and assessments that are aligned to the Common Core State Standards. The four Core Academic areas had monthly Subject Area Council (SAC) meetings, which included department chairs from each of the school's. The SAC (Subject Area Council) meetings focused on evaluating new curriculum and revising older curriculum.</p> <p>AVID Professional Development has been in place for the past four years. Approximately 90%+ of all admin have been trained in AVID strategies. 89% of teachers have received AVID training.</p> <p style="text-align: center;"><b>AVID Summer Institute</b></p> <table border="1"> <tr> <th></th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr> <tr> <td><b>Admin</b></td><td>26</td><td>21</td><td>19</td></tr> <tr> <td><b>Teacher</b></td><td>208</td><td>113</td><td>76</td></tr> <tr> <td><b>Paraeducator</b></td><td>0</td><td>2</td><td>5</td></tr> </table> <p><u>Special Ed</u> The District provided Professional Development for Special Education teachers, related services staff, and</p>		2014-15	2013-14	2012-13	<b>Admin</b>	26	21	19	<b>Teacher</b>	208	113	76	<b>Paraeducator</b>	0	2	5	<p>Professional Development: \$678,687 (CC)</p> <p>Summer Session: \$122,416 (LCFF-S)</p> <p>Summer Session: \$51,501 (TI)</p>
	2014-15	2013-14	2012-13																
<b>Admin</b>	26	21	19																
<b>Teacher</b>	208	113	76																
<b>Paraeducator</b>	0	2	5																

		<p>administrators on 12/10/14 (56 participants) and 2/9/15 (45 participants) on California Common Core State Standards. Training modules included implementation of CCSS for implications of CCSS on student learning, writing effective standards-based IEPs, collaborating to implement effective delivery models, embedding universal design for learning, and preparing for 21st century assessment. <i>Special Education, Goal met</i></p> <p>Seven Special Ed teachers participated in AVID Summer Institute from 7/30/14-8/1/14, learning AVID strategies/best practices.</p> <p>Six paraeducators were trained over 2 days for 16 hours on strategies to support students in English and math. All PUHSD paraeducators were trained in strategies for working with Autistic students. <i>Special Education, Goal Met</i></p> <p>b. For 2014-15, all schools offer after school academic opportunities through the use of Title I- SES, after school grants (ASES &amp; 21st ASSET) for any student needing remediation or homework assistance in order to pass courses and meet high graduation requirements.</p> <table><tr><th colspan="3">After School Participants</th></tr><tr><th></th><th>Perris HS</th><th>Heritage HS</th></tr><tr><td># of Students Participating in Program</td><td>1931</td><td>1613</td></tr><tr><td>Average # Days of Attendance</td><td>2537</td><td>33.30</td></tr><tr><td>Academic</td><td>2453</td><td>812</td></tr><tr><td>Enrichment</td><td>3198</td><td>2387</td></tr><tr><td>Fitness</td><td>1106</td><td>42</td></tr></table>	After School Participants				Perris HS	Heritage HS	# of Students Participating in Program	1931	1613	Average # Days of Attendance	2537	33.30	Academic	2453	812	Enrichment	3198	2387	Fitness	1106	42	
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b. Before and after school tutorial programs																								



c. CAHSEE prep classes offered before and after the school day.		Supplemental Education Services (SES)			
			# Students Eligible	# of Students Participating	
		2014-15	5160	364	
		2013-14	5088	495	
		2012-13	5527	248	
d. Summer Session credit recovery and acceleration program for students		<u>Special Education</u> High Schools offered after school tutoring by respective Case Carriers, targeted exclusively for special education students who were struggling with their grades. After-school programs have been implemented that give students opportunities for tutoring and extended day learning.			
		c. Three Benchmark Unit Assessments and a comprehensive final were developed in ELA, grades 8-11. Math developed end of level comprehensive assessments for Math/Integrated I and II.			
		All CAHSEE prep courses and support for such were imbedded into current courses offered during the instructional day.			
		d. 2013-2014 Summer <u>Credit Recovery/A+ Program</u>			

		<ul style="list-style-type: none"><li>• Opportunities continue to be offered for students to recover failing grades and courses through summer session credit recovery and such during the instructional day.</li><li>• Implementation of Credit Recovery for students to conduct independently on their 1:1 device began over winter break in the 2014-15 school year. Over 175 high school students logged on during the three-week break and spent 30+ hours in credit recovery, working from home on their own time..</li><li>• <u>December 22, 2014 - January 8th, 2015</u> Heritage HS: 133 students logged on; an average of 5.6 lessons mastered Paloma Valley HS: 27 students logged on; an average of 4.6 lessons mastered Perris HS: 29 students logged on; an average of 5 lessons mastered</li><li>• <u>January 12th - March 2, 2015</u> Heritage HS: 567 students logged on; 2304 lessons were completed. Paloma Valley HS: 285 students logged on; 2059 lessons completed. Perris HS: 399 students logged on; 1708 lessons completed.</li><li>• Summer School Credit Recovery was offered, with each school using two 36-station computer labs for six weeks.</li></ul>	
		<b>2013-2014 Summer Acceleration Program</b>	

		<ul style="list-style-type: none"><li>• 13-14 Acceleration Enrollment: 303</li><li>• 13-14 Acceleration Completers: 230</li><li>• Session I: 66% of courses completed were in English &amp; Social Science</li><li>• Session II: 66% of courses completed were in English &amp; Social Science</li><li>• 854 Classes completed during summer session</li></ul> <p style="text-align: center;"><b>Summer Acceleration</b></p> <table><tr><th></th><th>Summer Session I</th><th>Summer Session II</th></tr><tr><td><b>Classes completed</b></td><td>413</td><td>441</td></tr><tr><td><b>English (I-II-III-IV)</b></td><td>130</td><td>136</td></tr><tr><td><b>History</b> (World, US, Government, Econ, Geography)</td><td>132</td><td>164</td></tr></table> <p style="text-align: center;"><b>2013-14 Summer Bridge Acceleration</b></p> <ul style="list-style-type: none"><li>• Summer Bridge Program provided a jumpstart for incoming 9th graders.</li><li>• Integrated Math I was offered, with 326 incoming 9th graders registered and 268 students completing the program.</li><li>• Grade distribution for Summer Bridge Program is as follows:</li></ul> <table><tr><th></th><th>A</th><th>B</th><th>C</th><th>Pass</th></tr><tr><td><b>Semester I</b></td><td>54</td><td>43</td><td>39</td><td>16</td></tr><tr><td><b>Semester II</b></td><td>34</td><td>37</td><td>35</td><td>10</td></tr><tr><td><b>Totals</b></td><td>88</td><td>80</td><td>74</td><td>26</td></tr></table> <ul style="list-style-type: none"><li>• In addition, acceleration courses in Algebra II, Art,</li></ul>		Summer Session I	Summer Session II	<b>Classes completed</b>	413	441	<b>English (I-II-III-IV)</b>	130	136	<b>History</b> (World, US, Government, Econ, Geography)	132	164		A	B	C	Pass	<b>Semester I</b>	54	43	39	16	<b>Semester II</b>	34	37	35	10	<b>Totals</b>	88	80	74	26	
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		<table><tr><td></td><td>A</td><td>B</td><td>C</td><td>Passing</td></tr><tr><td>Algebra II</td><td>22</td><td>20</td><td>14</td><td></td></tr><tr><td>Art I</td><td>13</td><td>14</td><td>5</td><td>1</td></tr><tr><td>PE</td><td>50</td><td></td><td></td><td></td></tr><tr><td>Spanish I</td><td>18</td><td>20</td><td>2</td><td></td></tr><tr><td>Spanish II</td><td>10</td><td>25</td><td>11</td><td></td></tr><tr><td>US History</td><td>33</td><td>7</td><td>6</td><td></td></tr><tr><td>World History</td><td>9</td><td>11</td><td>5</td><td>6</td></tr></table>		A	B	C	Passing	Algebra II	22	20	14		Art I	13	14	5	1	PE	50				Spanish I	18	20	2		Spanish II	10	25	11		US History	33	7	6		World History	9	11	5	6
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<ul style="list-style-type: none"><li>Health was offered to incoming 9th graders (from Pinacate MS to Perris HS); 83 students completed the course with a grade of C or better.</li></ul>																																										
<table><tr><td>A</td><td>B</td><td>C</td></tr><tr><td>64</td><td>14</td><td>5</td></tr></table>	A	B	C	64	14	5																																				
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e. An ongoing district-wide analysis of grades demonstrates the need for Credit Recovery offerings:																																										
<table><tr><td></td><td>2014-15 (Semester I only)</td><td>2013-14</td><td>2012-13</td></tr><tr><td>District Enrollment</td><td>10,272</td><td>10,203</td><td>10,301</td></tr><tr><td># of F grades</td><td>8,036</td><td>15,692</td><td>13,327</td></tr></table>		2014-15 (Semester I only)	2013-14	2012-13	District Enrollment	10,272	10,203	10,301	# of F grades	8,036	15,692	13,327																														
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Each comprehensive high school had computer labs open																																										

				up to four days a week and some on Saturdays to allow students an opportunity to regain credits.													
				<table><tr><th>Course</th><th># Completed</th></tr><tr><td>English (9th-12th)</td><td>694</td></tr><tr><td>World History</td><td>363</td></tr><tr><td>US History</td><td>292</td></tr><tr><td>Math</td><td>136</td></tr><tr><td>Biology</td><td>119</td></tr></table>	Course	# Completed	English (9th-12th)	694	World History	363	US History	292	Math	136	Biology	119	
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				A switch to a web-based credit recovery program has allowed even more students the opportunity to recapture missing credits.													
Scope of service:	District wide		Scope of service:	District wide													
<u>  X  </u> ALL			<u>  X  </u> ALL														
OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils   __English Learners __Foster Youth   __Redesignated fluent English proficient __Other Subgroups:(Specify)_____														
Objective 1.2 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%:  a. Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote		Technology: Chromebooks, hardware/software \$990,326 (LCFF-S)  Technology TOSAs (4): \$733,734 (TI)  Tech III (4): \$52,000 (TII)		Objective 1.2  a. Specific support sections were not assigned to address student’s not meeting graduation requirements.	Technology: Chromebooks, hardware/software \$527,734 (TI) \$1,274,605 (LCFF)  Technology TOSAs (4): \$148,134 (TI) \$49,377 (TII) \$291,757 (LCFF)												

<p>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><u>Special Education</u> In English Language Arts, 26 students with disabilities scored Proficient on the STAR in 2011-2012, 29 in 2012-2013, and 90 students in 2013-14.</p> <p>In Math, 21 students with disabilities scored Proficient in 2011-2012, 21 in 2012-2013, and 84 in 2013-2014.</p> <p>b. Twenty-four CAHSEE Prep classes were offered to assist students that have failed the CAHSEE or to prep students who have yet to take the exam.</p> <p>c. The district's initiative to equip all students with a Chromebook has been met this year under the Scholar Plus program. To date 15,000 Chromebooks have been purchased and an additional 5,000 this year to ensure an appropriate refresh of devices for students.</p> <p>d. Utilization of Google Apps, Google Hangouts, Haiku, access to open source documents, online digital libraries for research are a few tools used by students.</p> <p>e. Most teachers currently use Haiku, a Learning Management System that allows students to collaborate with teachers. Students can access assignments, classroom notes, assessments and other activities through Haiku. Some teachers use blogs and chatrooms to foster discussions between students.</p> <p>f. Students have access to eBooks, open source documents, Khan Academy, Gooru and other online materials that provide a multitude of pathways to learning.</p> <p>g. Through the use of Chromebooks, technology has offered the students opportunities to explore real world issues and topics that provide relevancy.</p> <p>h. Tech TOSAa are in the beginning stages of bringing awareness on how flipped learning environments happen and will begin in 2015-16 to pilot with at least 1-2 teachers per site in establishing flipped learning environments.</p>	<p>Tech III (4): \$188,298 (LCFF)</p>
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<p>i. Laptops and/or iPads for teachers replacing desktops</p> <p>j. Site based Tech TOSAs for continual instructional technology support.</p> <p>k. Site based Tech III Techs to support hardware/software demands.</p> <p>l. Extended School Year for Special Education students who met the eligibility criteria for service</p>		<p>i. 250 MacBook Airs were deployed to school site staff and every teacher has been issued an iPad and approximately 50 have been refreshed. Teachers were given the option to have either a desktop computer or a laptop for use in their classrooms. In addition, all teachers were offered the use of an iPad to enhance their instruction.</p> <p>j. Four Tech TOSA's (Teacher on Special Assignment) were hired. One TOSA for each of the comprehensive high schools and one TOSA split between the middle school and the alternative schools to provide technology support in the instructional learning environment.</p> <p>k. Four Tech III's were hired to provide hardware and software support. One is stationed at each of the comprehensive high schools and the middle school and the alternative sites share the other Tech III.</p> <p>l. <i>Special Education, Goal met</i> During the 2012-13 school year, 16 Students with Disabilities met eligibility criteria under moderate-severe and participated in Extended School Year. For 2013-14 school year, 37 students with disabilities participated in Extended School Year. For the 14-15 school year, 37 students with disabilities participated in Extended school Year. Projections for 2015-16, is estimated to have 30 students with disabilities (moderate-severe) participate in Extended School Year.</p>	
Scope of service:	District wide	Scope of service:	District wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
	District wide		District wide

[illegible]



		<p>portfolio and interview, Students will demonstrate best work, resumes, letter of recommendation, community service, extracurricular activities and awards.</p> <ul style="list-style-type: none"><li>WICOR and AVID strategy sessions were offered to teachers during the two days of professional development, prior to the start of school.</li><li><u>Special Education</u> 7 special education teachers attended AVID Summer Institute to learn WICOR strategies.</li><li></li></ul>																
e. Tutors		<p>e. AVID tutors were assigned to AVID schools to conduct tutorials with students at a ratio 1:7 per AVID Certification Plan</p>																
f. Postsecondary and career opportunities (college visits, interview clinics)		<p>f. All students are required to complete an application and interview to be eligible for the AVID pathway. All Seniors are required to participate in Senior Interviews focused on college and career advancement.</p> <p>AVID Students participate in numerous College visitation:</p> <table><tr><td></td><td>9th</td><td>10th</td><td>11th</td><td>12th</td></tr><tr><td></td><td>4</td><td>5</td><td>10</td><td>2-3</td></tr><tr><td>UC/CSU &amp; Private Visitations</td><td>CSUSM &amp; UCSD UCR &amp; CSUSB</td><td>CSULA &amp; UCLA CSUF, CSULB, &amp; CSUDH</td><td>USD, SDSU, &amp; Point Loma UCI, Concordia, Vanguard, &amp; Chapman Whittier, Occidental, &amp; Pitzer</td><td>Azusa &amp; CBU</td></tr></table> <p>AVID Annual Overnight Tours: <i>(varies by site)</i></p> <ul style="list-style-type: none"><li>2-day Overnight College 11th grade tour: (7-8 universities) Pepperdine, SLO, UCSB, CSUCI, Woodbury, Univ. of La Verne, &amp; APU</li><li>10th &amp; 11th grade Annual Northern Trip: (20</li></ul>		9th	10th	11th	12th		4	5	10	2-3	UC/CSU & Private Visitations	CSUSM & UCSD UCR & CSUSB	CSULA & UCLA CSUF, CSULB, & CSUDH	USD, SDSU, & Point Loma UCI, Concordia, Vanguard, & Chapman Whittier, Occidental, & Pitzer	Azusa & CBU	
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			<p>universities) UCM, Fresno State, Sonoma State, CSUB, CSU Stanislaus, UCD, Univ. of Pacific, Sac State, Humboldt, Chico State, Dominican, UC Berkeley, SFSU, USF, CSUEB, Santa Clara, SJSU, Stanford, UCSC, CSUMB</p> <p>One field trip per semester per grade level, which includes multiple universities per day to maximize the amount of universities the students can see while in high school and before senior year.</p> <p><u>Special Education</u> On 9/24/2014 and 10/29/2014, Special Education teachers attended a two-day training on Secondary Transition training to learn how to write individual secondary transition goals and career planning goals for eligible students. 42 Special Education teachers attended these trainings as well as 2 speech &amp; language therapists, the district intervention counselor and 4 school psychologists.</p>		
Scope of service:	District wide		Scope of service:	District wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Objective 1.4  a. All 7th & 8th grade students will show a 3% growth in ELA and Math as compared to previous years: Activities aligned to Objective 1.1			Objective 1.4:  a. All 7th & 8th grade students in ELA and Math were given a minimum of three benchmark unit assessments. Students also took the Smarter Balanced Interim Assessment blocks and these scores will be analyzed and used to compare student growth over time.		
For low income pupils, English learners (RFEP),		Additional support			Additional support

<p>foster youth:</p> <p>a. 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>b. 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>c. Provide a Summer Session opportunity for students to fulfill high school graduation requirements.</p>	<p>sections: \$288,000 (LCFF- C)</p> <p>Professional development: \$50,000 (LCFF-C)</p>	<p>a. More than 50 sections of support or intensive intervention were offered that support nearly 1000 students.</p> <p>b. Sites offered after school tutoring, targeted exclusively for special education students who were struggling with their grades. After-school programs have been implemented that give students opportunities for tutoring and extended day learning.</p> <p>c. Summer school 2014, 598 students completed acceleration or bridge course. During summer 2014, 854 courses were remediated. So far, during the 2014-15 school year, in excess of 2000 courses were remediated.</p>	<p>sections: \$288,000 (LCFF-C)</p> <p>Professional development: \$69,135 (TI)</p>
<p>Low Income: The district will use target services and programs for the lowest performing student groups:</p> <p>a. Students will be placed into additional support classes for strategic and intensive intervention assistance.</p> <p>b. Teachers and Paraeducators will be trained in AVID instructional strategies to provide ongoing support for students.</p> <p>c. Summer Session remediation classes and after school tutoring programs will be offered in ELA, Math and CAHSEE.</p> <p>d. Determine student academic needs through district data analysis.</p>		<p>a. There are more than 50 sections of support or intensive intervention offered that support nearly 1000 students.</p> <p>b. Seven special education teachers participated in AVID Summer Institute training to learn WICOR strategies from 7/30/14-8/1/14. Six Para Educators were trained over two days on strategies to support students in ELA.</p> <p>c. Summer School Credit Recovery was offered, with each school using two 36 -station computer labs for six weeks.</p> <p>In addition, acceleration courses in Algebra II, Art, US History, World History, Spanish I, Spanish II, PE and Health. The acceleration program also included a Math Summer Bridge Program for incoming 9th grade students.</p> <p>d. Staff participate in weekly PLCs by content area to review student performance and curricular needs. Monitor progress student groups and sub groups to provide appropriate interventions.</p>	

<p>e. Collaborative planning at PLCs to address needs of students skill acquisition.</p> <p>f. Use tiered RTi model (academic and behavioral).</p> <p>g. Administer student-led, standards based IEPs.</p> <p>h. Computer lab for credit deficient students.</p>		<p><u>Special Education</u> English departments at all comprehensive schools analyzed D/F grades from special ed students during 2nd semester and discussed strategies to help special ed students be more academically successful. For example, at the end of the fall, 2014 semester, there were 4,587 D/F grades received by special ed students in all courses. During the spring semester, 2015, at the 12-week grade report, special ed students received 4,722 D/F grades</p> <p>e. Each school holds a weekly, hour long PLC, where student learning, skill acquisition and assessment data are topics of discussion.</p> <p><u>Special Education</u> Special Education teachers participate in site level PLC meetings, primarily in content areas in which they provide co-teaching and collaboration with the general education teacher. Needs of students with disabilities are discussed and strategies outlined to assist them in skill acquisition.</p> <p>f. No implementation of RTi.</p> <p>g. All students with disabilities have IEP's that are standards-based and are revised on an annual basis. Students do participate in their IEPs and provide performance details, when able. All Special Education teachers, related services staff, and administrators participated in two days of professional staff development on 12/10/14 (56 participants) and 2/9/15 (45 participants) on California Common Core State Standards. Training modules included implementation of CCSS for implications of CCSS on student learning, writing effective standards-based IEPs, collaborating to implement effective delivery models, embedding universal design for learning, and preparing for 21st century assessment.</p> <p>h. Summer School Credit Recovery was offered, with each school using two 36-station computer labs for six weeks. In addition, during the 2014-15 school year, in excess of 2000 courses were remediated.</p>	
For English learners:	EL Leads		EL Leads



social, emotional, behavioral and academic needs of foster children so that they can be proactive in helping these children succeed.			Development received training in recognizing students at risk and ways to assist them in their educational journey.		
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The suspension of the CAHSEE will allow us to direct funds away from CAHSEE support classes and towards support for academic core classes. The reclassification criteria for EL students will be adjusted, so available multiple measures are used to properly evaluate student progress. The evaluation of CCSS aligned will be undertaken and new materials purchased to meet student needs. Expanding the work on CCSS to include the Next Generation Science Standards will be a major emphasis. We will need to determine that the expansion of the AVID program has kept the integrity of the program intact.			



	<ul style="list-style-type: none"> <li>- A-G completion by 5%;</li> <li>- GATE identification and participation by 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>	<p>improve A-G completion rates to include intensive transcript analysis, best practices refinement, and promotion the meaning of A-G success to students. The following three years depict our growth in A-G completion;</p> <p>A-G completion rates:</p> <p>2011-12: 24.7%</p> <p>2012-13: 21.6%</p> <p>2013-14: 32.1%</p> <table> <tr> <th></th><th><b>ELA/CAHSEE <u>Pass</u> Rates</b></th><th><b>ELA/CAHSEE <u>Proficiency</u> Rates</b></th></tr> <tr> <td>2014-15</td><td>82.8</td><td>42.0</td></tr> <tr> <td>2013-14</td><td>81.5</td><td>49.1</td></tr> <tr> <td>2012-13</td><td>83.1</td><td>54.1</td></tr> <tr> <td colspan="3"></td></tr> <tr> <th></th><th><b>MATH/CAHSEE <u>Pass</u> Rates</b></th><th><b>MATH/CAHSEE <u>Proficiency</u> Rates</b></th></tr> <tr> <td>2014-15</td><td>81.7</td><td>48.8</td></tr> <tr> <td>2013-14</td><td>83.4</td><td>55.5</td></tr> <tr> <td>2012-13</td><td>84.8</td><td>55.5</td></tr> <tr> <td colspan="3"><b>EAP College Ready Rates</b></td></tr> <tr> <th></th><th><b>ELA</b></th><th><b>Math</b></th></tr> <tr> <td>2013-14</td><td>15.3</td><td>11.4</td></tr> <tr> <td>2012-13</td><td>17.6</td><td>7.9</td></tr> <tr> <td>2011-12</td><td>13.1</td><td>3.6</td></tr> </table> <p>CTE Pathway completion rate for 2013-14 was 89.71%. Data for 2014-15 is pending.</p>		<b>ELA/CAHSEE <u>Pass</u> Rates</b>	<b>ELA/CAHSEE <u>Proficiency</u> Rates</b>	2014-15	82.8	42.0	2013-14	81.5	49.1	2012-13	83.1	54.1					<b>MATH/CAHSEE <u>Pass</u> Rates</b>	<b>MATH/CAHSEE <u>Proficiency</u> Rates</b>	2014-15	81.7	48.8	2013-14	83.4	55.5	2012-13	84.8	55.5	<b>EAP College Ready Rates</b>				<b>ELA</b>	<b>Math</b>	2013-14	15.3	11.4	2012-13	17.6	7.9	2011-12	13.1	3.6
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Objective 2.1 Increase the percentage of students meeting graduation requirements to 90%:</p> <p>a. Increase course audits to align with A-G and graduation requirements.</p> <p>b. Provide a variety of pathways for students to make up credits.</p> <p>c. Increase educational opportunities for parents to gain a better understanding of course/college requirements.</p> <p>d. Provide intervention courses early.</p> <p>e. Analyze student transcripts every semester to ensure access and enrollment</p>	<p>Consultant Contracts: \$84,956 (TI)</p>	<p>Objective 2.1:</p> <p>a. During the 2014-15 school PUHSD provided training and coaching for all counselors and administration in our district. Resulting from this training was the development of a district calendar that list action steps to increase the district's graduation rate.</p> <p>b. Students can make up credits through Credit Recovery Programs available during the school day, before school, after school, Saturdays and through Summer School.</p> <p>c. The school administrators and counselors have been trained to have discussions with parents and parent groups on A-G requirements for college entrance.</p> <p>d. The PUHSD conducted transcript analysis for all juniors in the PUHSD in partnership with RCOE. This analysis conducted in the spring of the 2014-15 school year, was designed to gather baseline data to support the work of guidance departments in increasing the current graduation rate and also the number of students meeting the a-g requirements. This includes all major focus groups.</p> <p>e. The PUHSD conducted transcript analysis for all juniors in the PUHSD in partnership with RCOE. This analysis was designed to gather baseline data to support the work of guidance departments in increasing the current graduation rate and also the number of students meeting the a-g requirements.</p>	<p>Consultant Contracts: \$84,956 (TI)</p>
Scope of service:	District wide	Scope of service:	District wide



<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
<p>Objective 2.3 Increase the percentage of students that pass the California High School Exit Exam (CAHSEE) by 4% annually and meet proficiency by 2% in both English and Math:</p> <p>a. Improve intervention programs and identify pre-assessments and formative assessments.</p> <p>b. Develop mentoring programs for students to connect to adults.</p> <p>c. Create a Summer Bridge program for students to build prerequisite skills.</p> <p>d. Incorporate writing across the curriculum in daily instruction.</p> <p>e. Provide staff development for teachers to implement writing across the curriculum.</p> <p>f. Create opportunities for teachers to use practical applications (LEGO NXT Kits), build relevance and student engagement through professional development.</p>			<p>Objective 2.3:</p> <p>a. A math diagnostic assessment has been administered to all incoming 9th grade students to identify students that could accelerate or others in need of remediation. ELA has developed and administered grade level formative unit assessments</p> <p>b. This objective was not addressed and requires additional design and planning for 2015-16 to include counselors and ERMS Therapist</p> <p>c. A summer Math Bridge program was offered to incoming 9th grade students. More than 300 students participated in the program last summer.</p> <p>d. This objective has not yet been addressed. We are currently researching different writing programs to offer to all students, starting in grades 7, 8 &amp; 9.</p> <p>e. There has not been explicit training on writing across the curriculum other than the utilization of WICOR strategies that include components of writing across the curriculum. For 2015-16, BPWs will include opportunities for teachers to learn how to implement writing within their content area.</p> <p>f. Teachers utilize site Tech TOSAs, district Math TOSA, outside consultants, RCOE STEM for opportunities to attend workshops, trainings, and conferences where they can learn practical applications and use it in the classroom.</p>		
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>Objective 2.4 Increase the percentage of students participating in Career Technical Education/pathway capstone courses:</p> <p>a. Expand Career Technical Education options for student's grades 7-12.</p> <p>b. Increase enrollment in CTE Pathways.</p> <p>c. Students will participate in annual grade level career assessments.</p>	<p>Career Technical Education: \$200,000 (LCFF-CTE) \$254,185 (Perkins)</p>	<p>Objective 2.4:</p> <p>a. As of 2014-15, there are 13 Articulated courses with MSJC with 5 more pending approval from MSJC. Industry Sectors: include: Agriculture &amp; Natural Sciences, Information Technology, Health Sciences, Engineering &amp; Design, Arts, Media &amp; Entertainment</p> <p>b. For 2013-14 there were 4,292 students enrolled in a CTE course, for 2014-14 there were 5,382. The following CTE Pathways have been expanded at each site to include: PHS: Agriculture Sciences; Engineering; Bio Medical HHS: Agriculture Science, Engineering; Bio Medical PVHS: Bio Medical PLHS: Industrial Technology</p> <p>c. Students in the 9th grade are given the Bridges Career assessment to help them identify their strengths.</p> <p><u>Special Education</u> 723 Students with disabilities in 9th-12th grade are administered career assessments, questionnaires, and interviews on an annual basis as part of the secondary transition planning on their IEP's. Students with disabilities age 16 years or older are administered one or more career assessments, interviews, or questionnaires such as the Student Dream Sheet for Transition Planning, Work Personality Profile, School and Community Social Skills Rating Checklist, free online career assessments, Student Annual Needs Determination Inventory, etc. This information is shared with the IEP team on an annual basis as the team works together to develop independent transition goals on the student's' IEP.</p>	<p>Career Technical Education: \$176,842 (LCFF-CTE) \$336,930 (Perkins)</p>



through local CC/UC/CSU			<ul style="list-style-type: none"> <li>• Passing score of 85% in Articulated courses</li> <li>• Dual Enrollment</li> <li>• Passing score on AP exams</li> </ul> <p>For 2014-15; collaboration occurred with MSJC – CAL PASS, a data collection process for tracking students completing CTE and DE courses.</p>	
<p>For low income pupils, English learners, (RFEP) foster youth:</p> <p>a. Expand AVID (Advancement Via Individual Determination), to increase access to postsecondary education.</p> <p>b. AVID teachers and counselors will use transcript analysis to monitor and communicate student progress towards college and career readiness.</p> <p>c. Expand opportunities for more students to participate in programs that promote college transition services. Build partnerships with local UC/CSUs and community colleges.</p>			<p>a. The number of students enrolled in the AVID program district wide increased by more than 15% between 2013-14 and 2014-15. Reference Link 1.3: <a href="https://goo.gl/ZTHU27">https://goo.gl/ZTHU27</a></p> <p>b. Counselors meet with the students at least annually to review their four-year academic plan. The PUHSD conducted transcript analysis for all juniors in the PUHSD in partnership with RCOE. This analysis was designed to gather baseline data to support the work of guidance departments in increasing the current graduation rate and also the number of students meeting the a-g requirements.</p> <p>c. The PUHSD has an agreement with CSU San Marcos for any senior meeting A-G and a minimum Grade Point Average will gain acceptance into the university.</p>	
<p>For English Learners:</p> <p>a. Summer Bridge Program with Mt. San Jacinto Community College (MSJC) for students to transition to postsecondary.</p>			<p>a. More than 35 students participated in the 2014 Summer Bridge Program at MSJC.</p>	
<p>For Foster Youth:</p> <p>a. Improve school attendance, reduce truancy and chronic absences; increase compliance with state law.</p>			<p>a. Foster attendance rates have declined from the 2013-2014 school year to the 2014-2015 school year. It is the same rate as 2012-2013. Foster Attendance Rates: 2012-13: 90.25% 2013-14: 91.82% 2014-15: 90.25%</p>	
Scope of service:	District wide		Scope of service:	District wide

<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Recent opportunities for additional minutes to the instructional day have recently occurred in PUHSD. This additional time will allow students to partake in classes such as CTE, Dual Enrollment, AP and courses of their choice as defined and designed by school site needs.</p> <p>In addition, the adjustments made to the district's Graduation Requirements, will promote availability of courses designed ready them for college and career (e.g., the addition of Fine Arts and World Language).</p> <p>All 8<sup>th</sup> grade and 10<sup>th</sup> grade students will be taking the PSAT, to evaluate their college readiness potential. Each high school is focused on expanding on CTE and Dual Enrollment opportunities</p>		

Original GOAL from prior year LCAP:	Goal 3: All departments and sites will provide a safe and positive environment for staff and students. <b>ALIGNMENT TO LEA PLAN GOAL #4</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____																														
Goal Applies to:	Schools:	All students																															
	Applicable Pupil Subgroups:	All schools and grade levels																															
Expected Annual Measurable Outcomes:	a. Increase number of students participating in after school clubs, activities, sports, and academic programs by 10% annually.		a. In order to monitor objective 3.1 the district started the collection of baseline data for participation rates in sports and after school clubs during the 2014-15 school year.																														
			<table><tr><th colspan="5">Assets Participation 7/1/15 - 5/1/15 Baseline Data</th></tr><tr><th>Year</th><th colspan="2">Perris High</th><th colspan="2">Heritage High</th></tr><tr><td>14-15</td><td colspan="2">1931</td><td colspan="2">1613</td></tr></table> <table><tr><th colspan="5">Sports Participation Rate 14-15 Baseline Data</th></tr><tr><th>Year</th><th>Male Teams</th><th>Female Teams</th><th>Male Participants</th><th>Female Participants</th></tr><tr><td>14-15</td><td>57</td><td>60</td><td>1522</td><td>1013</td></tr></table> <u>Special Education</u> Severely handicapped and moderate/severely handicapped special education students participated in a 5-hour Sports Challenge. Approximately 100 special education students participate annually in the Perris District Sports Challenge.		Assets Participation 7/1/15 - 5/1/15 Baseline Data					Year	Perris High		Heritage High		14-15	1931		1613		Sports Participation Rate 14-15 Baseline Data					Year	Male Teams	Female Teams	Male Participants	Female Participants	14-15	57	60	1522
Assets Participation 7/1/15 - 5/1/15 Baseline Data																																	
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	<p>b. Reduce incidents of bullying, drug use, violence, and truancies and suspensions/ expulsions by 10% on all campuses.</p>		<p>b. As of May 1, 2015, there was a 18% decrease in the # of students suspended and 21% decrease in the # of incidents requiring a suspension in the Perris Union High School District in comparison to the 2013-14 school year. During the 2013-14 school year there was also a decrease in suspension for bullying and violence. Additionally, suspensions for drug related offenses increased along with the district's truancy rate. Finalized numbers for each of these data outcomes are pending.</p> <table><tr><th>Years</th><th>Suspensions</th><th>Truancy Rate</th><th>Bullying</th><th>Drug Use</th><th>Violence</th></tr><tr><td>2012-13</td><td>1851</td><td>62.94</td><td>36</td><td>279</td><td>420</td></tr><tr><td>2013-14</td><td>1492</td><td>72.97</td><td>30</td><td>147</td><td>314</td></tr><tr><td>2014-15</td><td>1009</td><td>n/a</td><td>16</td><td>172</td><td>285</td></tr></table> <p><i>Note: 2014-15 outcomes are unofficial estimates based on May 1, 2015 data</i> <i>*n/a data is not available at time of report</i></p>	Years	Suspensions	Truancy Rate	Bullying	Drug Use	Violence	2012-13	1851	62.94	36	279	420	2013-14	1492	72.97	30	147	314	2014-15	1009	n/a	16	172	285
Years	Suspensions	Truancy Rate	Bullying	Drug Use	Violence																						
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	<p>c. Maintain facilities per Williams compliance</p>		<p>c. All school sites in the Perris Union High School District passed their annual Williams Inspection with a grade of 95% or higher during the 2014-15 school year.</p>																								
	<p>d. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p>		<p>d. The middle school dropout rate remained the same during the 2012-13 and 2013-14 school year. The high school dropout rate increased from 11.8% to 12.6% for the 2013-14 school year. This could possibly be attributed to a decrease in summer school offering in previous years. The middle and high school dropout rates for the 2014-15 school year are pending at which time will be updated and reflected in the LCAP to determine if the 5% decline was achieved district wide.</p>																								

		DROP-OUT MIDDLE SCHOOL	DROP-OUT HIGH SCHOOL
	2014-15	PENDING	PENDING
	2013-14	1.1	12.6
	2012-13	1.1	11.8

	DROP OUT HS	DROP OUT HS	DROP OUT HS	DROP OUT HS	DROP OUT HS
	SES	EL	SWD	Foster	AA
2014 2015	n/a	n/a	n/a	n/a	n/a
2013 2014	13.4	22.4	17.3	na	13.3
2012 2013	11.9	23.2	20.3	na	10.4
2011 2012	12.0	20.9	25.0	na	13.3

*\*n/a data is not available at time of report*

			<p>There was a decrease in the chronic absenteeism rate district wide for the 2013-14 school year. Additionally, during the 2013-14 school year, the chronic absenteeism rate decreased for all focus groups.</p> <table><tr><td></td><td>District</td><td>SES</td><td>EL</td><td>SWD</td><td>Foster</td><td>AA</td></tr><tr><td>2014-15</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>2013-14</td><td>23.8</td><td>23.2</td><td>26.8</td><td>29.5</td><td>na</td><td>28.3</td></tr><tr><td>2012-13</td><td>28.5</td><td>29.8</td><td>30.4</td><td>37.3</td><td>na</td><td>36.8</td></tr><tr><td>2011-12</td><td>27.5</td><td>30.2</td><td>34.2</td><td>33.7</td><td>na</td><td>35.2</td></tr></table> <p><i>Note: Chronic Absenteeism is calculated by the percentage of students who have been absent ten percent or more school days in one year.</i> <i>*n/a data is not available at time of report</i></p> <p><u>Special Ed</u> The high school special education dropout rate increased for Special Education 4.3% between the 2010-2011 school year and the 2013-2014 school year.</p> <p>Special education administration meet on every campus at least one time/month with site level special education leadership teams to discuss special education students who are not attending school and/or experiencing challenges in school. The outcomes of these meetings are to provide instructional strategies to help students with disabilities be more successful in class, implement intervention services to further support struggling students and schedule IEP meetings to further discuss concerns with parents, students and staff.</p>		District	SES	EL	SWD	Foster	AA	2014-15	n/a	n/a	n/a	n/a	n/a	n/a	2013-14	23.8	23.2	26.8	29.5	na	28.3	2012-13	28.5	29.8	30.4	37.3	na	36.8	2011-12	27.5	30.2	34.2	33.7	na	35.2
	District	SES	EL	SWD	Foster	AA																																
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Objective 3.1 Increase the number of students participating in after school clubs, activities, sports, and academic programs by 10% annually:</p> <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>Maintenance and expansion of connections:</p> <p>\$35,000 (TI) \$331,225 (S3) \$148,453(ASES)</p>	<p>Objective 3.1:</p> <p>a. Implemented two new after school programs at both Perris High school and Heritage High school. The district also developed baseline data outcomes during the 2014-15, school year to monitor participation rates in after school programs and athletics throughout the district. This baseline data will support efforts to monitor and increase participation rates during subsequent school years.</p> <p>b. PLUS Forums, Link Crew, and Unity Forums are happening on all campuses districtwide. Additionally, Victor Community Services is currently operating peer-to-peer groups at all school site (PHS, HHS, PVHS, Academy and PLHS) providing support services for students in high school. These peer-to-peer groups cover topics ranging from anger management and drug prevention. Individual students are assigned to these groups when they are suspended or endanger of being suspended for a specific behavior.</p> <p><u>Special Education</u> As of the 2014-2015 school year; all 4 comprehensive schools have ERMHS Therapists on their campuses. ERMHS therapists have established student support groups at all grade levels to address multiple forms of teenage challenges including: Anger Management, Boystown Parenting, Group Therapy, Supervision, Oppositional Adolescents, and Drug/Alcohol Therapy. Student support groups meet weekly; most groups run for 6 weeks. During the 2014-2015 school year, the 4 ERMHS therapists worked with 296 students.</p>	<p>Maintenance and expansion of connections:</p> <p>\$25,600 (TI) \$301,320 (S3) \$132,086 (ASES)</p>

Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>Objective 3.2  Reduce incidents of bullying, drug use, violence, and truancies and suspensions/expulsions by 10% on all campuses:</p> <p>a. Develop a district wide system to identify, assist and monitor students who demonstrate behavioral challenges.</p>			<p>Objective 3.2:</p> <p>a. Administrators that oversee PBIS attended multiple trainings for developing Tier II and Tier III interventions for students demonstrating behavior challenges. Administration will continue to meet monthly in job alike meetings to continue to build and support effective implementation of PBIS at all school sites. The majority of all school sites are currently in their second year of implementation of PBIS with exception of Pinacate Middle School. Pinacate Middle school is currently in its third year of implementation of PBIS.</p> <p>Additionally, the district provided Anti-Bullying and Harassment training for 40 administrators on January 26, 2015.</p> <p><u>Special Ed</u>  All special education teachers, school psychologists and counselors overseeing special education were trained by district special education leadership, Gary Green, Secondary Transitional Skills professor at Long Beach State University, and Kate Cahill, administrative staff developer for the Riverside County Office of Education, in a wide variety of topics focusing on writing and monitoring student goals on IEPs and help students develop transitional goals and skills to prepare for them for post-secondary education and the career world.</p> <p>Each month, the Director of Special Ed and Coordinator of Special Ed conferenced with special education leadership</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>		<p>staff at every school site a minimum of one time per month. A variety of topics were discussed including strategies and supports that could be used to assist special education students with behavioral and attendance challenges.</p> <p>b. Developed Student Discipline Guidelines and Procedure Manual for all administrators. Several school sites have developed student behavior matrices to teach positive expectation to all students on campus. Next steps are for all sites to develop student behavior matrices to train and teach expected positive behaviors to all students on campus. Additionally, 10 administrators attended Suspension &amp; Expulsion: Others Means of Correction Workshop at RCOE on November 10, 2014.</p> <p>c. Implemented Positive Behavior Interventions and Supports at all schools in the PUHSD. All comprehensive school sites have monthly PBIS meetings, which include teachers, administrators and classified staff members. To support school sites in the process of implementing PBIS, there is currently a monthly PBIS collaborative that meets once a month for all administrators overseeing the implementation of PBIS at their school site.</p> <p>Administrators were provided PBIS and Restorative Justice Conferencing training for site administrators through RCOE. During the next school year, each school site will work to increase awareness of Restorative Justice Practices with all stakeholders through professional development.</p>	
<p>For Low Income pupils, English Learners (RFEP), Foster Youth:</p> <p>a. Develop culturally relevant positive behavioral intervention supports (PBIS) that address the needs of students in danger of suspensions.</p> <p>b. Provide opportunities for students to participate in UNITY Forums, Friday Night Live (FNL), Link Crew, and other safe and drug free activities.</p>		<p>a. Implemented Positive Behavior Interventions and Supports at all school in the PUHSD. Additionally administrators were provided PBIS and Restorative Justice Conferencing training for site administrators through RCOE. See above.</p> <p>b. Established Friday Night Live Coordinator at all school sites throughout the district. The district conducted monthly meeting with all FNL Coordinators to ensure participation in all FNL county wide activities which included: Red Ribbon Week, Dare to Aware Conference, Positive School Climate Week, Anti-Bullying Events, Unity Forums, PHS Teen</p>	

		Summit, Monthly Lunch Time Events, LEAP Summit and also district wide field trips to Magic Mountain and also Hurricane Harbor.	
<p>For Foster Youth:</p> <p>a. Understand and respond to the reasons behind student absences and common attendance barriers. Attendance teams will use school climate data and surveys to identify barriers to attendance.</p> <p>b. 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>a. This objective was not met during the 2014-15 school year. There are plans to hire two additional staff member (Attendance Specialist) to support this objective during the 2015-16 school.</p> <p>b. All counselors in the Perris Union High School District received training during the month of September 2014 regarding the rights of foster youth and also the process of conducting AB 167/420 conferences for juniors and seniors in foster care. Once these conferences are completed, which includes a formal meeting with each student in foster care and also their educational rights holder, AB167 forms are completed and sent to Pupil Services Office for documentation.</p> <p><u>Special Education</u> The PUHSD Special Education Department has acquired surrogate parent training materials and begun recruiting surrogate parents to represent special education students as needed. Surrogate parents can represent special education foster students if they are in need of a surrogate parent. During the 2014-2015 school year, one student was assigned a surrogate parent to support him in his IEP.</p> <p>Special Education teams collaborate with foster parents, court appointed special advocates, social workers, and other educational team members to determine the most successful program for foster youth during annual IEP meetings.</p> <p>IEP meetings occur annually for all students in special education or as requested by parents, students or staff members.</p>	

Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to the significant number of students demonstrating chronic absenteeism, the district will develop an Attendance Task Force to create an action plan to improve attendance in the Perris Union High School District. This committee will include stakeholders from school sites, parents and local community members. The district will also implement Two Attendance Specialist to follow up on students habitually truant or demonstrating chronic absenteeism.  Increase summer school offerings at each of the comprehensive school sites to support remediation for students deficient in credits. By providing additional summer school offerings, students will have additional opportunities to meet the graduations requirements.  All schools will continue to focus on the implementation of PBIS. All school sites will fully implement all Tier I components of PBIS during the 2015-16 school year. Additionally, all school sites will develop a Proactive Supervision Schedule to increase campus supervision.			



Original GOAL from prior year LCAP:	Goal 4: Improve communication and participation of all stakeholders throughout the district and school community.			Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : Specify _____		
Goal Applies to:	Schools:	All students				
	Applicable Pupil Subgroups:	All schools and grade levels				
Expected Annual Measurable Outcomes:	a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.			a. Baseline for 2014-15: -Student Chromebooks checkout Baseline 2014-15: 10,143 out of 10,281 (98.7%) -Infinite Campus Parent Portal usage: 2013-14: as of 12/31/2013: 4,752 accounts 2014-15: as of 5/31/2015: 4,460 accounts  The IC Parent Portal usage has dropped 6.5%, a minimum of 4 parent trainings will be scheduled at each site in an effort to provide more opportunities for parents to create accounts and access their student's information.  In addition to IC a new ParentLink app is currently being piloted and full roll out is expected to take place in fall 2015, allowing parents easier access to monitor their student's information that includes: grades, attendance, trancies, lunch menu, school events, tip line, etc. A baseline for data collection will be created for 2015-16 to determine parent usage.  For 2014-15 Social Media contacts include: Twitter & Facebook.		
	b. Increase parent capacity and participation in their child's education by 10% annually.			b. For 2014-15, parent participation in various trainings, workshops, and meetings were: For 2013-14: 10,995 parents participated For 2014-15: 8,610 parents participated as of May 2015. Reduction in participation is in part due to Adult Ed offerings		
	c. Increase business and community networking by 10% annually.			c. This goal has not been met. For 2015-16 will be the development of a comprehensive Business Advisory Committee that will meet a minimum of twice per year to review, discuss, plan, and implement Career Technical		

			Education pathways, industry sector needs, articulation agreements and MOUs with local business partners, implementation of internships and job shadowing opportunities for students
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Objective 4.1 Increase the use of technology to facilitate communication among all employees and community members:</p> <p>a. Utilize media such as Channel 3, YouTube, 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>Objective 1.4:</p> <p>a. District personnel utilizes Facebook, Twitter, and YouTube to share district information, student activities, notifications. PARENTLINK is a new parent app that is being piloted at Heritage HS and full rollout will begin in the fall 2015. PARENT LINK engages everyone, providing student/parent notifications, access to students' grades, assignments, lunch menu/balances, tip line, attendance and trancies. Parent orientations are being scheduled for roll-out in early August 2015.</p> <p>b. District has purchased PARENTLINK that will take the place of AlertNow phone dialer system. Infinite Campus has added a transcript module for parents to access their child's transcripts.</p> <p>c. Community: We have recently purchased some trial equipment that will allow us to extend our network through local businesses and public areas. We plan on starting a technical trial with a local business this summer. Once we have the technical issues sorted out, we will work on extending our reach through additional business and civic partners.</p> <p>On Campus: Through E-Rate we are replacing our (in technology life cycles) aging Wi-Fi equipment. This will be accomplished in the coming school year. We are also working on a plan to increase outdoor Wi-Fi access for all high density common areas. The equipment that we are</p>	

			<p>putting in place will allow us to be much more flexible and agile in our deployment of Wi-Fi to meet our students needs.</p> <p><u>Special Education</u> The special education department will establish a Twitter account for staff to receive immediate special education updates.</p> <p>All parents of students on IEP's were given the opportunity to serve as a District representative on the SELPA's Community Advisory Committee (CAC). Through this organization, parents can provide input and participate in training to help support their special needs child. Four special education staff members were recognized by CAC for their outstanding achievements to special education students</p> <p>d. Full rollout of PARENTLINK will occur fall 2015 and parent orientations are being scheduled to demonstrate features.</p>		
Scope of service:	District wide		Scope of service:	District wide	
<u>  X  </u> ALL			<u>  X  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____		
Objective 4.2 Build parent/community capacity and participation in their child's education: a. Increase efforts to make parents partners in their child's education. Provide opportunities to build parent capacity.		Parent/ Community Involvement: \$35,000 (TI) \$10,000 (TIII)  Support Services: ERMHS Therapists \$385,000 (LCFF-C)	Objective 4.2:  a. Parent workshops/trainings/ conferences through site, district and RCOE offerings that included: PIQE, Family Literacy, Coffee w/Administrator, College/Career Fairs; Zumba, orientations, computer literacy, health & wellness, parent consultations, family therapy sessions, referral services, SST.  <u>Special Education</u> All parents of special education students were given the opportunity to attend the monthly meetings of the	Parent/ Community Involvement: \$203,000 (TI) \$5,835 (TIII)  Support Services: ERMHS Therapists \$389,271 (SPED)	

<p>b. Create user-friendly logins and passwords for parents.</p> <p>c. Educational workshops/trainings for parents (IC, Haiku, School Safety, Health Education, Physical Fitness, Parent Literacy, Computer Literacy, Parent Rights, GED, College Preparation, etc.)</p> <p>d. Conduct Parent Interest Surveys.</p> <p>e. Support Services for families (Social Worker, Marriage Family Therapist, and Mental Health Counselors)</p>		<p>Community Advisory Committee (CAC). Through this committee, parents can provide input and receive training to better support their special needs child. Four special education staff members were recognized by CAC for their outstanding achievements to special education students.</p> <p>b. Infinite Campus assigns an initial login for parents at which time it can be changed to something more user friendly. That still seems to be an issue that the initial login is long set of numbers and letters</p> <p>c. For 2013-14: 10,995 parents participated For 2014-15: 8,610 parents participated as of May 2015.</p> <p>d. Over 786 respondents to the districtwide survey that included: 713 parents, community, students, and staff responded favorable to questions. <u>Reference Link 4.2:</u> <a href="https://docs.google.com/a/puhsd.org/forms/d/1ZbvEdYJc41tnMvIsAp2ZTymjoP7ptyADXWgw4-LZkYM/viewanalytics">https://docs.google.com/a/puhsd.org/forms/d/1ZbvEdYJc41tnMvIsAp2ZTymjoP7ptyADXWgw4-LZkYM/viewanalytics</a></p> <p>e. <u>Special Education</u> Four ERMHS (Educational Related Mental Health Services) were hired to provide mental health support services for students and their families on an IEP. Tier 3 services. ERMHS therapists train staff at the site on topics of survival, coping with grief, self-harm, and overcoming drug and alcohol abuse, depression and anxiety with the child. Issues of school attendance and failure in school, anger management, depression and Life Skills groups.</p>			
Scope of service:	District wide		Scope of service:	District wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Objective 4.3 Increase business and community participation by 10% annually:</p> <p>a. Building school partnerships (kiosk) Scholar with district web address and access.</p> <p>b. Community events: Health Fair, Wellness Program, College &amp; Career Fairs</p> <p>c. Invite businesses to school events.</p> <p>d. Connecting businesses through Job Shadowing, Internships, and Senior Portfolios</p> <p>e. Business mentors, job presentation</p>		<p>Objective 4.3</p> <p>a. PUHSD has rebranded the district webpage to promote Scholars, with easier access and navigation for all those visiting the webpage. Continued efforts through Rotary and Chamber of Commerce to engage businesses in partnering with PUHSD.</p> <p>b. Heritage HS sponsored a districtwide College and Career Fair, over 60 vendors from various UC/CSU and community colleges, military, private colleges. Over 2500 students, parents and community members were in attendance.</p> <p>c. Heritage HS and Perris HS conducted Senior Interviews with over 25 business representatives, school administrators, and teachers.</p> <p>Guest speakers frequent various classrooms throughout the year and work directly with teachers and site administration.</p> <p>d. Bank of America, Edison, paid internships with collaborative partnership with Think Together. Work Experience Education (WEE), Exploratory WEE,</p> <p>e. Community business have participated in district College &amp; Career Fairs as well as guest speakers throughout the year in a variety of classrooms with teachers.</p>	
<p>For low income pupils, English learners (RFEP), foster youth:</p> <p>a. 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>a. Parent workshops/trainings/ conferences through site, district and RCOE offerings that included: PIQE, Family Literacy, Coffee w/Administrator, College/Career Fairs; Zumba, orientations, computer literacy, health &amp; wellness, parent consultations, family therapy sessions, referral services, SST.</p> <p>For 2013-14: 10,995 parents participated</p>	

			For 2014-15: 8,610 parents participated as of May 2015.  Provided over 75 free backpacks and other school supplies for students identified as homeless and Foster Youth	
Scope of service:	District wide		Scope of service:	District wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Consolidate action items a-e in Objective 4.3 to reduce redundancy. Conduct a phone survey to families to determine needs; plan and budget accordingly; work with supporting agencies to provide services.  Provide follow-up survey to ensure appropriate resources have been allocated and determine effectiveness.  New Adult Education offerings: MSJC - Citizenship & ESL at multiple sites  Increase # of parents in CAC-SELPA  Increase family support services from ERMHS Therapist to include: increase family counseling and intervention support meetings		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$6,361,785
The Perris Union High School District will receive \$6,361,785 million in Supplemental Local Control Funding Formula funds beginning in 2014-15 with \$519,484.10 fro LCFF/CTE. This amount will increase by approximately \$6,373,109 million in 2015-16 (\$12,734,894 million) with \$1,132,338.09 for LCFF/CTE and \$14,951,823 in 2016-17 with \$1,370,885.56. 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 9.44%. 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.	

B. In the box below, 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).

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). 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.

9.44	%
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The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 9.44%. 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/LCAP BUDGET AS OF MAY 2015 REVISE						
	Base	Supp & Consin	Transportation	CTE	Categorical Repealed w/LCFF	LCFF Phase-in Total
2013-14	\$54,512,559.31	\$2,951,341.00	\$914,850.00	\$142,963.69	\$7,190,590.00	\$65,712,304.00
2014-15	\$59,682,561.90	\$6,361,785.00	\$914,850.00	\$519,484.10	\$7,190,590.00	\$74,669,271.00
2015-16	\$65,889,309.91	\$12,734,894.00	\$914,850.00	\$1,132,338.09	\$7,190,590.00	\$87,861,982.00
2016-17	\$67,897,855.44	\$14,951,823.00	\$914,850.00	\$1,370,885.56	\$7,190,590.00	\$92,326,004.00
2017-18	\$69,836,706.27	\$16,483,033.00	\$914,850.00	\$1,540,507.73	\$7,190,590.00	\$95,965,687.00



PERRIS UNION HIGH SCHOOL DISTRICT  
LCAP BUDGET SUMMARY  
2014-2015

Objective	Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Goal #1: Objective 1.1: To increase the percentage of all students who are proficient/advanced in English Language Arts by 3% and in Math 3% annually.</p>	<p>Professional Development: \$566,000 (CC) Summer Session: \$122,416 (LCFF-S) Summer Session: \$163,652 (TI)</p>	<p>Professional Development: \$678,687 (CC) Summer Session: \$122,416 (LCFF) Summer Session: \$51,501 (TI)</p>
<p>Objective 1.2 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%.</p>	<p>Technology: Chromebooks, hardware/ software \$990,326 (LCFF-S)  Technology TOSAs (4): \$733,734 (TI)  Tech III (4): \$52,000 (TII)</p>	<p>Technology: Chromebooks, hardware/ software \$527,734 (TI) \$1,274,605 (LCFF)  Technology TOSAs (4): \$148,134 (TI) \$49,377 (TII) \$291,757 (LCFF)  Tech III (4): \$188,298 (LCFF)</p>
<p>Objective 1.3 To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.</p>	<p>District wide implementation of AVID: \$450,000 (TI)</p>	<p>District wide implementation of AVID: \$417,491 (TI)</p>
<p>Goal #1: For low income pupils, English learners (RFEP), foster youth:  a. 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>Additional support sections: \$288,000 (LCFF- C)  Professional development: \$50,000 (LCFF-C)</p>	<p>Additional support sections: \$288,000 (LCFF)  Professional development: \$69,135 (TI)</p>
<p>Goal #1: For English learners: a. Academic Language Development programs for ELL students as they prepare for the CELDT.</p>	<p>EL Leads \$10,110 (LCFF-C)</p>	<p>EL Leads \$10,979 (TIII)</p>

Objective 2.1 Increase the percentage of students meeting graduation requirements to 90%.	Consultant Contracts: \$84,956 (TI)	Consultant Contracts: \$84,956 (TI)
Objective 2.4 Increase the percentage of students participating in Career Technical Education/pathway capstone courses.	Career Technical Education: \$200,000 (LCFF-CTE) \$254,185 (Perkins)	Career Technical Education: \$176,842 (LCFF-CTE) \$336,930 (Perkins)
Objective 3.1 Increase the number of students participating in after school clubs, activities, sports, and academic programs by 10% annually.	Maintenance and expansion of connections: \$35,000 (TI) \$331,225 (S3) \$148,453 (ASES)	Maintenance and expansion of connections: \$25,600 (TI) \$301,320 (S3) \$132,086 (ASES)
Objective 4.2 Build parent/community capacity and participation in their child's education.	Parent/Community Involvement: \$35,000 (TI) \$10,000 (TIII) Support Services: ERMHS Therapists \$385,000 (LCFF-C)	Parent/Community Involvement: \$203,000 (TI) \$5,835 (TIII) Support Services: ERMHS Therapists \$389,271 (SPED)
TOTALS	LCFF-C \$733,100 LCFF-S \$1,112,742 LCFF-CTE \$200,000 Common Core \$566,000 S3 \$331,225 ASES \$148,453 TI \$1,502,342 TII \$52,000 TIII \$10,000 Perkins \$254,185 Total \$4,910,047	LCFF \$2,165,076 LCFF-CTE \$176,842 Common Core \$678,687 S3 \$301,320 ASES \$132,086 TI \$1,527,551 TII \$49,377 TIII \$16,814 Perkins \$336,930 SPED \$389,271 Total \$5,773,954
		+\$863,907

# ***Educational Acronyms***

# Educational Acronyms

The spoken language in Mexico is Spanish, in France it's French, but the language of school business is spoken in acronyms. To help you understand the language a little better, translations of the most common acronyms are listed below. Some of these are pronounced as letters, and some as words, and some are spelled the same and have completely different meanings. Just like Webster's, this dictionary will continue to grow as programs, procedures, and regulations are added in our "world".

AA	African American
AB	Assembly Bill
ALD	Achievement Level Descriptors
ADA	Average Daily Attendance
ADA	Americans with Disabilities Act
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
API	Academic Performance Index
ASES	After School Education and Safety Program
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BASCC	Before and After School Child Care (pronounced: "basic")
BTSA	Beginning Teacher Support and Assessment (pronounced: "bitsa")
BYOD	Bring Your Own Device
CAHSEE	California High School Exit Examination (pronounced: "K C")
CALMAPP	California Measurement of Academic Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System

CAPA	California Alternative Performance Assessment
CAASPP	California Assessment of Student Performance and Progress
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test
CBET	Community Based English Tutoring
CCIT	Common Core Implementation Team
CCR	Coordinated Compliance Review
CCR	California Code of Regulations
CCSS	Common Core State Standards
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CDS	County/District/School Code
CDS	Community Day School
CELDT	California English Language Development Test
CIF	California Interscholastic Federation
COE	County Office of Education
CPS	Child Protective Services
CSBA	California School Boards Association
CSEA	California School Employees Association
CSR	Class Size Reduction
CSR	Comprehensive School Reform
CST	California Standards Tests

CTA	California Teachers Association
CTE	Career Technical Education
CUE	Computer Using Educators
DAC	District Advisory Committee
DAIT	District Assistance Intervention Team
DE	Dual Enrollment
DELAC	District English Learner Committee
DOF	Department of Finance
EC	Education Code
EETT	Enhancing Education through Technology
EIA	Economic Impact Aid
EL	English Learner
ELA	English-language Arts
ELAC	English Learner Advisory Committee
ELAP	English Language Acquisition Program
ELD	English Language Development
ELPAC	English Learner Parent Advisory Council
ERMHS	Educational Related Mental Health Services
ERWC	Expository Reading and Writing Course
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESLR	Expected Schoolwide Learning Result (pronounced: “eslers”)

FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FEP	Fluent-English Proficient
FTE	Full-time Equivalent
FY	Fiscal Year
GAPE	Google Applications for Education
GASB	Government Accounting Standards Board (pronounced: “gaz-bee”)
GATE	Gifted and Talented Education
GED	General Educational Development Test
GPA	Grade Point Average
HTML	Hypertext Markup Language
IDEA	Individuals with Disabilities Act
IEP	Individualized Education Program
IS(P)	Independent Study (Program)
ISBN	International Standard Book Number
LCAP	Local Control and Accountability Program
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LEP	Limited-English Proficient
LI	Low Income
LMS	Learning Management Systems
LTEL	Long Term English Learner

MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
NCLB	No Child Left Behind
NEA	National Education Association
NPR	National Percentile Rank
NRT	Norm-referenced Test
PAC	Parent Advisory Committee
PACER	Progressive Cardiovascular Endurance Run
PAR	Peer Assistance and Review Program for Teachers
PBIS	Positive Behavioral Intervention and Support
PERS	Public Employees Retirement System (pronounced: “purrs”)
PI	Program Improvement
PL	Public Law
PLC	Professional Learning Community
PTA	National Parent Teacher Association
RCOE	Riverside County Office of Education
RFA	Request for Applications
RFEP	Reclassified Fluent English Proficient
RFP	Request for Proposals
ROP	Regional Occupational Program
RSP	Resource Specialist Program



RTI	Response to Intervention
SARB	School Attendance Review Board (pronounced: “sarb”)
SARC	School Accountability Report Card (pronounced: “sark”)
SAS	Student Assistance Services
SAT	Scholastic Achievement Test
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SDC	Special Day Class
SEA	State Educational Agency
SED	Severely Emotionally Disturbed
SELPA	Special Education Local Plan Area
SIP	School Improvement Program
SPSA	Single Plan for Student Achievement
SSC	Student Service Center
SSID	State Student Identification Data
STAR	Standardized Testing and Reporting (pronounced: “star”)
STRS	State Teachers Retirement System (pronounced: “stirs”)
SWD	Students with Disabilities
TOSA	Teacher on Special Assignment
VAPA	Visual and Performing Arts (pronounced: “vappa”)
WASC	Western Association of Schools and Colleges (pronounced: “wask”)

WWW	World Wide Web

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).