

**Introduction:** LEA: Perris Union High School District Contact: Dr. Jonathan Greenberg, Superintendent, [jonathan.greenberg@puhsd.org](mailto:jonathan.greenberg@puhsd.org), (951) 943-6369  
**LCAP Year:** 2016 - 2017

## ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process (for 2015 – 2016)	Impact on LCAP (for 2015 – 2016)
<p><i>The school year opened with numerous meetings regarding LCFF and LCAP. Measures took place to inform, invite, and engage district and site staff, as well as engage stakeholders, including parent and community members, and students. The District's efforts began in early September 2015 with an invitation to all sites and parent advisory groups to begin to identify stakeholders. All school sites submitted stakeholder recommendations as well as extended an open invitation to participate in LCFF/LCAP forums and information sessions.</i></p> <p><b><u>LCAP Meetings/Trainings:</u></b></p> <p><b>September 3, 2015:</b> LCAP Data Alignment  <b>September 22, 2015:</b> LCAP Budget Alignment  <b>October 2, 2015:</b> RCOE LCAP Support Workshop  <b>October 9, 2015:</b> SSC Leadership LCAP Review  <b>October 12, 2015:</b> RCOE LCAP Update Meeting  <b>November 6, 2015:</b> RCOE LCAP Support Workshop  <b>January 22, 2016:</b> RCOE LCAP Support Workshop  <b>February 26, 2016:</b> LCAP Goal #4 collaboration  <b>March 4, 2016:</b> SSC LCAP Planning Session  <b>March 21, 2016:</b> LCAP Planning session  <b>March 22, 2016:</b> LCAP Stakeholder Meeting  Representatives from all unions, planning and oversight committee members attended Information meetings, including LCFF and LCAP overview, eight domains, District Mission, Vision, Goals/ Objectives, timelines and implementation process.  <b>April 11, 2016:</b> LCAP Budget Planning Meeting  <b>April 19, 2016:</b> LCAP Budget Planning Meeting  <b>April 25, 2016:</b> LCAP Planning Session  <b>May 9, 2016:</b> LCAP Planning Session  <b>May 13, 2016:</b> RCOE LCAP Support Workshop  <b>May 13, 2016:</b> LCAP Budget Planning Meeting  <b>June 6, 2016:</b> LCAP Public Hearing  <b>June 15, 2016:</b> LCAP Board Approval</p> <p><b><u>LCAP Community Forum</u></b></p> <p><b>March 22, 2016:</b> Each forum summarized the essential components of the LCAP in terms of a framework that began with the <u>needs</u> that had surfaced in the consultation process and survey administration, the three-year <u>goals</u> identified to meet each need, and a summary of both what the district is doing <u>now</u> to address the needs, and what was proposed to do <u>next</u></p>	<p><i>The establishment of Community Forums, Study Sessions, and surveys administered to all district staff, students, parents and community stakeholders, assisted in the development of the PUHSD LCAP and Strategic Plan by:</i></p> <ul style="list-style-type: none"> <li>▪ Creating a proactive approach to district needs and challenges; gather information and input;</li> <li>▪ Improving communication with community members to solicit personal and professional networks to share throughout our community, seeking their knowledge and input in the development of lifelong learning;</li> <li>▪ Building capacity from within and valuing the existing resources;</li> <li>▪ Developing a working understanding and appreciation of roles, communications, and strategies;</li> <li>▪ Gaining a better understanding of district demographics and stakeholder outreach;</li> <li>▪ Encouraging adherence to the spirit and intentions of LCAP;</li> <li>▪ Identification of specific needs and sharing of best practices;</li> <li>▪ Provided guidance and a model to be used at site Advisory meetings;</li> <li>▪ District-wide survey feedback provided;</li> <li>▪ Allowing and promoting genuine feedback on LCAP.</li> </ul> <p>Perris Union High School District, with the assistance of LCAP stakeholders, identified common themes and definite areas in need of special focus:</p> <ul style="list-style-type: none"> <li>▪ Increasing proficiency rates in ELA and Math for all students;</li> <li>▪ Closing achievement gaps in District's lowest performing groups;</li> <li>▪ Increasing graduation requirements;</li> <li>▪ College and career preparation for all students;</li> <li>▪ Reducing incidents that interrupt instructional/learning offerings;</li> <li>▪ Increase parent/community partnerships.</li> </ul> <p>The Community Forums became a model by which sites conducted their Advisory Councils of LCFF and LCAP. They served as a way to inform, educate, and gather input and feedback from critical stakeholders: parents, students, community partners, staff, foster youth agencies, and interested business partners.</p>

<p>in order to improve or expand services to our students and subgroups.</p> <p>Committee reviewed survey results, student performance data, initial LCAP determination of needs, goals, action needed, tentative recommendations. Over 25 attended including students, parents, teachers and classified staff, Administration and community members, representing all school sites, working in table groups to share and generate ideas for improved actions and services within the eight state priorities.</p> <p>Review of survey results performance data, determination of needs, goals, actions needed, recommendations. Stakeholder survey:</p> <p><b><u>LCAP Communication &amp; Updates</u></b></p> <p>LCFF/LCAP communications occurred through Advisory Councils sharing at the sites, district and community ‘Supe’s On!’ newsletter, all district and community notifications, and information presentations at monthly Board sessions.</p> <p><b>April 20, 2016: Board Meeting</b> Recap and update on LCAP Annual Update and LCAP development</p> <p><b>June 6, 2016: Special Board Meeting/Public Hearing</b> LCAP presentation and discussion</p> <p><b>June 15, 2015: Board meeting</b> LCAP presentation and approval</p> <p><b>July 2016: RCOE LCAP Approval</b> The LCAP will be posted on the district’s website and shared broadly in order to gather continual feedback from all stakeholders. Forums and study sessions are planned to continue throughout each year for review of progress toward goals, actions, and determine ongoing needs.</p>	
<p><b>Annual Update: Involvement Process</b></p> <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 2015-2016 school year:</p> <ul style="list-style-type: none"> <li>• The LCAP Stakeholder Committee continues to be comprised of parents, students,</li> </ul>	<p><b>Annual Update: Impact on LCAP</b></p> <p>Stakeholder feedback primarily occurred during advisory council meetings and specific minutes of School Site Council, English Learner Advisory Council, District English Learner Advisory (DELAC) and even PTA reviewed and discussed academic, behavioral, social needs of students and school community as well as parent engagement.</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</p>

staff, business, religious and community leaders, as well as bargaining unit members representing certificated and classified personnel.

- 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.
- District advisory councils were also held in which stakeholders participate in LCAP discussions and design.

	SSC	ELAC	District DELAC
Pinacate MS	08/27/2015 08/31/2015 09/24/2015 11/05/2015 01/28/2016 04/21/2016 05/03/2016	09/15/2015 11/17/2015 12/15/2015 01/26/2016 03/14/2016 04/08/2016	09/24/2015 10/22/2015 11/19/2015 01/28/2016 02/15/2016 05/19/2016
Heritage HS	08/19/2015 09/16/2015 10/21/2015 11/18/2015 12/16/2015 01/21/2016 02/25/2016 03/10/2016 03/17/2016 04/04/2016 04/21/2016 05/19/2016 05/31/2016	09/03/2015 10/08/2015 11/05/2015 02/18/2016 05/12/2016	
Paloma Valley HS	10/14/2015 12/09/2015 02/24/2016 03/23/2016 04/27/2016	09/22/2015	

priorities, all placing student success and educational excellence as top priorities:

- Access and success of A-G offerings.
- Provision and expansion of CTE offerings, career exploration classes, and career experiences to develop both college and career readiness.
- Increase Dual Enrollment offerings to promote cost-saving college opportunities and academic acceleration for students.
- 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.
- Common Core and SBAC applications using integration of technology throughout the instructional day.
- Increase 24/7 technology opportunities for all students.
- 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).
- Continue the development and implementation of Positive Behavioral Intervention and Supports (PBIS) for improvement to:
  - Close the achievement gap
  - Provide culturally responsive school environments
  - Provide positive behavior interventions and supports.
  - Respond to instruction and intervention using a multi-tiered system of supports.
  - Provide the least restrictive environment for all students.
- PBIS is not a scripted curriculum or intervention. It is a 'prevention oriented' way for school personnel to:
  - organize evidence-based practices;
  - improve the implementation of these practices;
  - maximize academic and social behavior outcomes for students
- Continue to provide professional development for staff to maximize level of instruction and level of student learning.
  - Provide professional development and resources for teachers of English Learners and mathematics (Algebra, Geometry, and

	05/26/2016				<ul style="list-style-type: none"> <li>Algebra 2) <ul style="list-style-type: none"> <li>Begin examining New Generation Science Standards (NGSS) and develop 'anchor tasks' for NGSS implementation.</li> <li>Provide professional development for para-educators to improve instructional support practices in the classroom.</li> </ul> </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 Professing 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, and how to be a partner in your child's educational journey). <ul style="list-style-type: none"> <li>Individual sites provide parent workshops that update and</li> </ul> </li> </ul>
Perris HS	09/08/2015 10/06/2015 11/03/2015 12/01/2015 02/02/2016 03/01/2016 04/05/2016 05/03/2016 05/31/2016 06/07/2016	09/08/2015 09/27/2015 10/06/2015 11/10/2015 12/08/2015 02/09/2016			
Perris Lake HS	09/24/2015 09/30/2015 11/10/2015 05/25/2016				
Academy	11/10/2015 12/08/2015 02/02/2016 04/20/2016 06/02/2016				

- Recommendations from LCAP Stakeholders via Advisory Councils were shared throughout the year and are included in the plan.
- District Leadership & Management met once a month and reviewed data, surveys, SPSA (Single Plans for Student 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.
- Community public forum was held to solicit public feedback (March 22, 2016) and to provide opportunities for community members to have a voice in the process. LCAP Annual update was presented at the April 20, 2016 Board meeting.
- A Public Hearing will be held on June 6, 2016 and the LCAP will be reviewed and,



<p>hopefully, approved on June 15, 2016, at the PUHSD Governing Board meeting.</p> <ul style="list-style-type: none"> <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> </ul>	<p>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.</p> <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> <ul style="list-style-type: none"> <li>• 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, and/or accelerate course access.</li> <li>• Counseling: student placement, connectedness, career and college planning and possibilities: <ul style="list-style-type: none"> <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> <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 three 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</li> </ul> </li> </ul>
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	<p>offerings will include Dual-Enrollment opportunities for academic achievement.</p> <ul style="list-style-type: none"><li>○ Increase and improve technology, including increased teacher and student access, as well as, increased use of web-based resources.</li></ul>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Goal 1: All students will attain grade level proficiency in all academic content areas. Academic content areas refer to courses in English Language Arts (ELA) and math.		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 _____	
<b>Identified Need:</b>	Increase the number of students attaining proficiency in all academic content areas.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All Schools		
	<b>Applicable Pupil Subgroups:</b>	All Subgroups: Low Income, English Learner/Redesignated Fluent, Foster Youth, Students with Disabilities		
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually.			
	1b. Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math			
	1c. Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%			
	1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.			
	1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.			
	1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually.  <ul style="list-style-type: none"> <li>Refine Common Core Implementation Teams (CCIT), Subject Area Committees (SAC), NGSS, Best Practices Workshops (BPW), AVID Write Path Training, AVID Summer Institute, Professional</li> </ul>		All schools	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	Student Support Services: \$5,640,878 \$903,000 (TI) \$4,432,618 (LCFF) \$305,260 (Educator Grant) <ul style="list-style-type: none"> <li>Summer School: remediation/acceleration</li> <li>Instructional Materials</li> <li>Technology Support Services</li> </ul>

<p>Learning Communities, and RTi offerings allowing staff professional development opportunities to increase student engagement and academic success.</p> <ul style="list-style-type: none"> <li>• Provide before and after school tutorial programs.</li> <li>• Provide Summer Session credit recovery and acceleration program for students.</li> <li>• Improve intervention programs and identify pre-assessments and formative assessments.</li> <li>• Incorporate writing across the curriculum in daily instruction.</li> <li>• Update textbooks across content areas.</li> <li>• Student access to technology: Chromebooks</li> <li>• Instructional technology support: Tech TOSA/Tech III, infrastructure</li> </ul>			<ul style="list-style-type: none"> <li>• Chromebooks</li> </ul>
<p>1b.Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math.</p> <ul style="list-style-type: none"> <li>• Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote academic success. Ensure that all students have access to standards-aligned instructional materials and are taught by highly qualified teachers by purchasing instructional materials from the State Board of Education approved adoption list.</li> <li>• Provide opportunities for students to collaborate and communicate with peers, experts and their teachers.</li> <li>• Increase student attendance rate.</li> <li>• Provide professional development to strengthen English Language Development (ELD) and ELA standards and implementation into daily instruction.</li> <li>• Purchase State Board Adopted Core Instructional materials for English Language Arts for students in grades 5-8.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>Student Intervention: \$325,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Software remediation/acceleration</li> <li>• Instructional Materials: ELA MS</li> </ul>



<p>1c. Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%</p> <ul style="list-style-type: none"> <li>• Reduce class size to provide instructional support for EL students with CELDT levels 1-4. Lower class sizes will allow teachers to monitor student progress more effectively, differentiate instruction, communicate more frequently with parents and provide targeted interventions in class</li> <li>• Added over 50 sections of Designated ELD Intensive Intervention sections to support English Learners throughout the district</li> <li>• Hire a Teacher on Special Assignment (TOSA) to support classroom instruction by conducting professional development working directly with students; coaching teachers on research based effective strategies for English Learners and providing a professional development and support to parents and students.</li> <li>• Expand EL Teacher Lead Release periods from 14 to 18 sections</li> <li>• Identified a program placement and monitoring system to evaluate student performance using the Houghton Mifflin Harcourt (HMH) Reading Inventory. Students will be assessed upon or prior to enrolling in school and 5 times throughout the year. Teachers will analyze student data as part of the Professional Learning Community (PLC) process.</li> <li>• Evaluated and adopted instructional materials to create a curriculum pathway for English Learners, IFEP, and RFEP students for Spanish for Spanish speaker's courses in order to promote biliteracy.</li> <li>• A team of teachers evaluated resources and overwhelmingly chose the English 3D program from Houghton Mifflin Harcourt to be implemented in Designated ELD classes in grades 6-8. Textbooks and instructional materials for Middle School Long Term English Learner (LTEL) Designated ELD courses.</li> <li>• Purchased Rosetta Stone Online to support Newcomer English for a Designated ELD</li> </ul>	All schools	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent</p> <p>English proficient <u>  </u> Other</p> <p>Subgroups: (Specify) _____</p> <hr/>	<p>English Language Learner Support Services:</p> <p>\$1,744,455</p> <p style="text-align: right;">\$970,342 (TI)</p> <p style="text-align: right;">\$774,113 (LCFF)</p> <ul style="list-style-type: none"> <li>• Intervention/Support Sections</li> <li>• Instructional Materials</li> <li>• ELA/ELD TOSA</li> <li>• EL Leads Release Periods</li> <li>• Professional Development</li> </ul>
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<p>Supplemental Online Program for Newcomers to use outside of the school day</p> <ul style="list-style-type: none"> <li>• Provide ongoing professional development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and the ELD Framework</li> </ul>			
<p>1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.</p> <ul style="list-style-type: none"> <li>• All English Learners will be placed in Integrated and Designated ELD sections with new curriculum aligned to the Common Core State Standards and corresponding English Language Development Standards. New textbooks will be purchased.</li> <li>• English Learners will be assessed four times a year on the Houghton Mifflin Harcourt Reading Inventory.</li> <li>• Placement criteria will be revised for Spanish for Spanish Speaker courses and new curriculum and textbooks will be purchased.</li> </ul>	All schools	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) <u>                    </u></p> <hr/>	<p>English Language Learner Support Services: \$51,166 (LCFF)</p> <ul style="list-style-type: none"> <li>• Instructional Materials: 3D</li> </ul>
<p>1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.</p> <ul style="list-style-type: none"> <li>• Implement Read 180 from Houghton Mifflin Harcourt to support English Learners at the Middle school grades with Intensive Intervention needs. Explicit Instruction on the ELD standards will be incorporated in this program.</li> </ul>	All schools	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) <u>                    </u></p> <hr/>	<p>English Language Learner Support Services: \$113,816 (LCFF)</p> <ul style="list-style-type: none"> <li>• Instructional Materials: Read 180</li> </ul>
<p>1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.</p> <ul style="list-style-type: none"> <li>• Ensure all teachers HQT as defined as the CCTC.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English</p>	<p>Highly Qualified Teachers: \$273,210 (TII)</p> <ul style="list-style-type: none"> <li>• CTI</li> <li>• Teacher Stipends</li> </ul>

proficient \_\_ Other Subgroups:  
(Specify) \_\_\_\_\_

### LCAP Year 2: 2017-18

#### Expected Annual Measurable Outcomes:

- 1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually.
- 1b. Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math
- 1c. Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%
- 1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.
- 1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.
- 1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually. <ul style="list-style-type: none"> <li>Refine Common Core Implementation Teams (CCIT), Subject Area Committees (SAC), NGSS, Best Practices Workshops (BPW), AVID Write Path Training, AVID Summer Institute, Professional Learning Communities, and RTi offerings allowing staff professional development opportunities to increase student engagement and academic success.</li> <li>Provide before and after school tutorial programs.</li> <li>Provide Summer Session credit recovery and acceleration program for students.</li> <li>Improve intervention programs and identify pre-</li> </ul>	All schools	<u>  X  </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	Student Support Services: \$5,640,878 \$903,000 (TI) \$4,432,618 (LCFF) \$305,260 (Educator Grant) <ul style="list-style-type: none"> <li>Summer School: remediation/acceleration</li> <li>Instructional Materials</li> <li>Technology Support Services</li> <li>Chromebooks</li> </ul>

<p>assessments and formative assessments.</p> <ul style="list-style-type: none"> <li>• Incorporate writing across the curriculum in daily instruction.</li> <li>• Update textbooks across content areas.</li> <li>• Student access to technology: Chromebooks</li> <li>• Instructional technology support: Tech TOSA/Tech III, infrastructure</li> </ul>			
<p>1b.Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math.</p> <ul style="list-style-type: none"> <li>• Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote academic success. Ensure that all students have access to standards-aligned instructional materials and are taught by highly qualified teachers by purchasing instructional materials from the State Board of Education approved adoption list.</li> <li>• Provide opportunities for students to collaborate and communicate with peers, experts and their teachers.</li> <li>• Increase student attendance rate.</li> <li>• Provide professional development to strengthen English Language Development (ELD) and ELA standards and implementation into daily instruction.</li> <li>• Purchase State Board Adopted Core Instructional materials for English Language Arts for students in grades 5-8.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <hr/>	<p>Student Intervention: \$325,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Software remediation/acceleration</li> <li>• Instructional Materials: ELA MS</li> </ul>
<p>1c.Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%</p> <ul style="list-style-type: none"> <li>• Reduce class size to provide instructional support for EL students with CELDT levels 1-4. Lower class sizes will allow teachers to monitor student progress more effectively, differentiate instruction, communicate more frequently with parents and provide targeted interventions in class</li> </ul>	All schools	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <hr/>	<p>English Language Learner Support Services:</p> <p>\$1,744,455</p> <p style="text-align: right;">\$970,342 (TI)</p> <p style="text-align: right;">\$774,113 (LCFF)</p> <ul style="list-style-type: none"> <li>• Intervention/Support Sections</li> <li>• Instructional Materials</li> <li>• ELA/ELD TOSA</li> </ul>

- Added over 50 sections of Designated ELD Intensive Intervention sections to support English Learners throughout the district
- Hire a Teacher on Special Assignment (TOSA) to support classroom instruction by conducting professional development, working directly with students, coaching teachers on research based effective strategies for English Learners and providing a professional development and support to parents and students.
- Expand EL Teacher Lead Release periods from 14 to 18 sections
- Identified a program placement and monitoring system to evaluate student performance using the Houghton Mifflin Harcourt (HMH) Reading Inventory. Students will be assessed upon or prior to enrolling in school and 5 times throughout the year. Teachers will analyze student data as part of the Professional Learning Community (PLC) process.
- Evaluated and adopted instructional materials to create a curriculum pathway for English Learners, IFEP, and RFEP students for Spanish for Spanish speakers courses in order to promote biliteracy.
- A team of teachers evaluated resources and overwhelmingly chose the English 3D program from Houghton Mifflin Harcourt to be implemented in Designated ELD classes in grades 6-8. Textbooks and instructional materials for Middle School Long Term English Learner (LTEL) Designated ELD courses.
- Purchased Rosetta Stone Online to support Newcomer English for a Designated ELD Supplemental Online Program for Newcomers to use outside of the school day
- Provide ongoing professional development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and the ELD Framework

- EL Leads Release Periods
- Professional Development

<p>1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.</p> <ul style="list-style-type: none"> <li>All English Learners will be placed in Integrated and Designated ELD sections with new curriculum aligned to the Common Core State Standards and corresponding English Language Development Standards. New textbooks will be purchased.</li> <li>English Learners will be assessed four times a year on the Houghton Mifflin Hartcourt Reading Inventory.</li> <li>Placement criteria will be revised for Spanish for Spanish Speaker courses and new curriculum and textbooks will be purchased.</li> </ul>	All schools	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u></p>	<p>English Language Learner Support Services: \$51,166 (LCFF)</p> <ul style="list-style-type: none"> <li>Instructional Materials: 3D</li> </ul>
<p>1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.</p> <ul style="list-style-type: none"> <li>Implement Read 180 from Houghton Mifflin Harcourt to support English Learners at the Middle school grades with Intensive Intervention needs. Explicit Instruction on the ELD standards will be incorporated in this program.</li> </ul>	All schools	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u></p>	<p>English Language Learner Support Services: \$113,816 (LCFF)</p> <ul style="list-style-type: none"> <li>Instructional Materials: Read 180</li> </ul>
<p>1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.</p> <ul style="list-style-type: none"> <li>Ensure all teachers HQT as defined as the CCTC.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u></p>	<p>Highly Qualified Teachers: \$273,210 (TII)</p> <ul style="list-style-type: none"> <li>CTI</li> <li>Teacher Stipends</li> </ul>
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually.		

	<p>1b. Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math</p> <p>1c. Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%</p> <p>1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.</p> <p>1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.</p> <p>1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a. Increase the percentage of students scoring at the Standard Met/Standard Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math by 3% annually.</p> <ul style="list-style-type: none"> <li>Refine Common Core Implementation Teams (CCIT), Subject Area Committees (SAC), NGSS, Best Practices Workshops (BPW), AVID Write Path Training, AVID Summer Institute, Professional Learning Communities, and RTi offerings allowing staff professional development opportunities to increase student engagement and academic success.</li> <li>Provide before and after school tutorial programs.</li> <li>Provide Summer Session credit recovery and acceleration program for students.</li> <li>Improve intervention programs and identify pre-assessments and formative assessments.</li> <li>Incorporate writing across the curriculum in daily instruction.</li> <li>Update textbooks across content areas.</li> <li>Student access to technology: Chromebooks</li> <li>Instructional technology support: Tech TOSA/Tech III, infrastructure.</li> </ul>	All schools	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p>_____</p>	<p>Student Support Services: \$5,640,878</p> <p style="text-align: right;">\$903,000 (TI)</p> <p style="text-align: right;">\$4,432,618 (LCFF)</p> <p style="text-align: right;">\$305,260 (Educator Grant)</p> <ul style="list-style-type: none"> <li>Summer School: remediation/acceleration</li> <li>Instructional Materials</li> <li>Technology Support Services</li> <li>Chromebooks</li> </ul>

<p>1b.Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math.</p> <ul style="list-style-type: none"> <li>Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote academic success. Ensure that all students have access to standards-aligned instructional materials and are taught by highly qualified teachers by purchasing instructional materials from the State Board of Education approved adoption list.</li> <li>Provide opportunities for students to collaborate and communicate with peers, experts and their teachers.</li> <li>Increase student attendance rate.</li> <li>Provide professional development to strengthen English Language Development (ELD) and ELA standards and implementation into daily instruction.</li> <li>Purchase State Board Adopted Core Instructional materials for English Language Arts for students in grades 5-8.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils</p> <p><u>      </u> English Learners</p> <p><u>      </u> Foster Youth</p> <p><u>      </u> Redesignated fluent English proficient <u>      </u> Other Subgroups: (Specify) _____</p> <p>_____</p>	<p>Student Intervention: \$325,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Software remediation/acceleration</li> <li>Instructional Materials: ELA MS</li> </ul>
<p>1c.Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%</p> <ul style="list-style-type: none"> <li>Reduce class size to provide instructional support for EL students with CELDT levels 1-4. Lower class sizes will allow teachers to monitor student progress more effectively, differentiate instruction, communicate more frequently with parents and provide targeted interventions in class</li> <li>Added over 50 sections of Designated ELD Intensive Intervention sections to support English Learners throughout the district</li> <li>Hire a Teacher on Special Assignment (TOSA) to support classroom instruction by conducting professional development, working directly with students, coaching teachers on research based effective strategies for English Learners and providing a professional development and support to</li> </ul>	All schools	<p><u>      </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent English proficient <u>      </u> Other Subgroups: (Specify) _____</p> <p>_____</p>	<p>English Language Learner Support Services: \$1,744,455</p> <p style="text-align: right;">\$970,342 (TI)</p> <p style="text-align: right;">\$774,113 (LCFF)</p> <ul style="list-style-type: none"> <li>Intervention/Support Sections</li> <li>Instructional Materials</li> <li>ELA/ELD TOSA</li> <li>EL Leads Release Periods</li> <li>Professional Development</li> </ul>



<p>parents and students.</p> <ul style="list-style-type: none"> <li>• Expand EL Teacher Lead Release periods from 14 to 18 sections</li> <li>• Identified a program placement and monitoring system to evaluate student performance using the Houghton Mifflin Harcourt (HMH) Reading Inventory. Students will be assessed upon or prior to enrolling in school and 5 times throughout the year. Teachers will analyze student data as part of the Professional Learning Community (PLC) process.</li> <li>• Evaluated and adopted instructional materials to create a curriculum pathway for English Learners, IFEP, and RFEP students for Spanish for Spanish speaker's courses in order to promote biliteracy.</li> <li>• A team of teachers evaluated resources and overwhelmingly chose the English 3D program from Houghton Mifflin Harcourt to be implemented in Designated ELD classes in grades 6-8. Textbooks and instructional materials for Middle School Long Term English Learner (LTEL) Designated ELD courses.</li> <li>• Purchased Rosetta Stone Online to support Newcomer English for a Designated ELD Supplemental Online Program for Newcomers to use outside of the school day</li> <li>• Provide ongoing professional development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and the ELD Framework</li> </ul>			
<p>1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%.</p> <ul style="list-style-type: none"> <li>• All English Learners will be placed in Integrated and Designated ELD sections with new curriculum aligned to the Common Core State Standards and corresponding English Language Development Standards. New textbooks will be purchased.</li> </ul>	All schools	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  X  </u> Low Income pupils</p> <p><u>  X  </u> English Learners</p> <p><u>      </u> Foster Youth</p> <p><u>  X  </u> Redesignated fluent</p> <p>English proficient <u>  </u> Other</p> <p>Subgroups:</p> <p>(Specify) _____</p>	<p>English Language Learner Support Services: \$51,166 (LCFF)</p> <ul style="list-style-type: none"> <li>• Instructional Materials: 3D</li> </ul>

<ul style="list-style-type: none"> <li>English Learners will be assessed four times a year on the Houghton Mifflin Hartcourt Reading Inventory.</li> <li>Placement criteria will be revised for Spanish for Spanish Speaker courses and new curriculum and textbooks will be purchased.</li> </ul>		_____	
<p>1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score.</p> <ul style="list-style-type: none"> <li>Implement Read 180 from Houghton Mifflin Harcourt to support English Learners at the Middle school grades with Intensive Intervention needs. Explicit Instruction on the ELD standards will be incorporated in this program.</li> </ul>	All schools	<p>__ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>English Language Learner Support Services: \$113,816 (LCFF)</p> <ul style="list-style-type: none"> <li>Instructional Materials: Read 180</li> </ul>
<p>1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.</p> <ul style="list-style-type: none"> <li>Ensure all teachers HQT as defined as the CCTC.</li> </ul>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Highly Qualified Teachers: \$273,210 (TII)</p> <ul style="list-style-type: none"> <li>CTI</li> <li>Teacher Stipends</li> </ul>

GOAL:	Goal 2: All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>                    </u>	
Identified Need:	Increase the number of students graduating high school and college & career ready.			
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All Subgroups: Low Income, English Learner/Redesignated Fluent, Foster Youth, Students with Disabilities		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	2a. Increase percentage of students meeting high school graduation requirements by 3% annually.  2b. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.  2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.  2d. Increase annual participation in: - A-G completion by 5%; - AP enrollment/passing rate by 3%; - High school juniors passing ELA & Math components of Early Assessment Program by 3%; - CTE pathway completion by 3%; - Dual Enrollment participation/success by 3%  2e. Increase student enrollment in AVID by 4% annually.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a. Increase percentage of students meeting high school graduation requirements by 3% annually.  <ul style="list-style-type: none"> <li>Increase course audits to align with A-G and graduation requirements.</li> <li>Provide a variety of pathways for students to make</li> </ul>		All schools	<u>X</u> ALL	Access & Success for students: \$560,978 (LCFF)  <ul style="list-style-type: none"> <li>College &amp; Career Exploration</li> <li>Career Readiness Assessment</li> <li>Consultant Contracts: RCOE</li> <li>Teacher Extra Duty</li> </ul>
			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth	

<ul style="list-style-type: none"> <li>up credits.</li> <li>Analyze student transcripts every semester to ensure access and enrollment (starting at 9<sup>th</sup> grade through 12<sup>th</sup>). Analyze student's transcripts every semester at the middle school to promote A-G awareness and readiness to access upon entry into high school.</li> <li>Increase participation in college and career readiness assessments (AP, PSAT, SAT, and ACT)</li> <li>Expand AVID electives districtwide.</li> <li>High Schools Counselors (3)</li> </ul>		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> <li>HS Counselors</li> </ul>
2b. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually. <ul style="list-style-type: none"> <li>Provide academic, emotional/social support services for students and assist them in the matriculation process to achieve post-secondary pursuits.</li> </ul>	All schools	<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)_____	Co-Curricular: \$10,000 (LCFF) <ul style="list-style-type: none"> <li>Field Trips</li> </ul>
2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16. <ul style="list-style-type: none"> <li>Develop peer/mentoring programs for students to connect to adults and to develop a career readiness mindset.</li> <li>Create a Summer Bridge program for students to build prerequisite skills.</li> <li>Create opportunities for teachers to use practical applications, build relevance and student engagement through professional development</li> <li>Provide students opportunity to attend Summer</li> </ul>	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Access: \$500,000 (LCFF) <ul style="list-style-type: none"> <li>Peer Leadership/Mentoring Programs: LINK PLUS, Think Together, Academy</li> <li>Success Camps for students</li> </ul>

School for Remediation/Acceleration/grade improvement			
<p>2d. Increase annual participation in:  <i>A-G completion by 5%;</i>  <i>AP enrollment/passing rate by 3%;</i>  <i>High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</i>  <i>CTE pathway completion by 3%;</i>  <i>Dual Enrollment participation/success by 3%</i></p> <ul style="list-style-type: none"> <li>Expand Career Technical Education options for student's grades 7-12.</li> <li>Increase enrollment in CTE Pathways.</li> <li>Students will participate in annual grade level college career assessments.</li> <li>Counselors will work with students on an annual basis on Career/Academic Planning (Saturday and evening workshops)</li> <li>Increase Dual Enrollment offerings and participation for students to earn college credit.</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>College &amp; Career Readiness: \$2,339,669</p> <p style="text-align: right;">\$754,528 (CTEIG)</p> <p style="text-align: right;">\$292,421 (Perkins)</p> <p style="text-align: right;">\$38,000 (Ag. Incentive Grant)</p> <p style="text-align: right;">\$929,720 (LCFF-CTE)</p> <p style="text-align: right;">\$325,000 (CCPT)</p> <ul style="list-style-type: none"> <li>Expansion of Career Technical Education Pathways: Automotive, Engineering, Bio Med, Agriculture</li> <li>Consultant Contracts: G2R, PLTW, RCOE/ROP</li> <li>Makerspace/STEM</li> </ul>
<p>2e. Increase student enrollment in AVID by 4% annually.</p> <ul style="list-style-type: none"> <li>Outreach &amp; recruiting of perspective AVID students to enroll in AVID.</li> <li>Reduce number of students exiting AVID due to course access.</li> <li>AVID Summer Institute training, Write Path Training for content teachers</li> <li>Provide professional development and support in the implementation and daily use of AVID instructional strategies for all teachers (WICOR- Writing, Inquiry, Collaboration, Organization, and Reading) daily instruction.</li> <li>Postsecondary and career opportunities (college visits, interview clinics).</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>AVID: \$600,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Tutor Cost</li> <li>Materials &amp; Supplies</li> <li>Field Trips</li> </ul>
LCAP Year 2: 2017-18			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>2a. Increase percentage of students meeting high school graduation requirements by 3% annually.</p> <p>2b. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.</p> <p>2d. Increase annual participation in:</p> <ul style="list-style-type: none"> <li>- A-G completion by 5%;</li> <li>- AP enrollment/passing rate by 3%;</li> <li>- High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</li> <li>- CTE pathway completion by 3%;</li> <li>- Dual Enrollment participation/success by 3%</li> </ul> <p>2e. Increase student enrollment in AVID by 4% annually.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a. Increase percentage of students meeting high school graduation requirements by 3% annually.</p> <ul style="list-style-type: none"> <li>• Increase course audits to align with A-G and graduation requirements.</li> <li>• Provide a variety of pathways for students to make up credits.</li> <li>• Analyze student transcripts every semester to ensure access and enrollment (starting at 9<sup>th</sup> grade through 12<sup>th</sup>). Analyze student's transcripts every semester at the middle school to promote A-G awareness and readiness to access upon entry into high school.</li> <li>• Increase participation in college and career readiness assessments (AP, PSAT, SAT, and ACT)</li> <li>• Expand AVID electives districtwide.</li> <li>• High Schools Counselors (3)</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>      </u> Low Income pupils</p> <p><u>      </u> English Learners</p> <p><u>      </u> Foster Youth</p> <p><u>      </u> Redesignated fluent</p> <p>English proficient <u>      </u> Other</p> <p>Subgroups: (Specify) <u>                                </u></p>	<p>Access &amp; Success for students: \$560,978 (LCFF)</p> <ul style="list-style-type: none"> <li>• College &amp; Career Exploration</li> <li>• Career Readiness Assessment</li> <li>• Consultant Contracts: RCOE</li> <li>• Teacher Extra Duty</li> <li>• HS Counselors</li> </ul>
2b. Decrease middle and high school dropout rates as	All schools	<u>  X  </u> ALL	Co-Curricular: \$10,000 (LCFF)

<p>well as chronic absenteeism in middle and high school by 5% annually.</p> <p>Provide academic, emotional/social support services for students and assist them in the matriculation process to achieve post-secondary pursuits.</p>		<p>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>	<ul style="list-style-type: none"> <li>Field Trips</li> </ul>
<p>2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.</p> <ul style="list-style-type: none"> <li>Develop peer/mentoring programs for students to connect to adults and to develop a career readiness mindset.</li> <li>Create a Summer Bridge program for students to build prerequisite skills.</li> <li>Create opportunities for teachers to use practical applications, build relevance and student engagement through professional development</li> <li>Provide students opportunity to attend Summer School for Remediation/Acceleration/grade improvement</li> </ul>	All schools	<p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Student Access: \$500,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Peer Leadership/Mentoring Programs: LINK PLUS, Think Together, Academy</li> <li>Success Camps for students</li> </ul>
<p>2d. Increase annual participation in:  <i>A-G completion by 5%;</i>  <i>AP enrollment/passing rate by 3%;</i>  <i>High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</i>  <i>CTE pathway completion by 3%;</i>  <i>Dual Enrollment participation/success by 3%</i></p> <ul style="list-style-type: none"> <li>Expand Career Technical Education options for student's grades 7-12.</li> <li>Increase enrollment in CTE Pathways.</li> <li>Students will participate in annual grade level college career assessments.</li> </ul>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <p>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>	<p>College &amp; Career Readiness: \$2,339,669</p> <p style="text-align: right;">\$754,528 (CTEIG)  \$292,421 (Perkins)  \$38,000 (Ag. Incentive Grant)  \$929,720 (LCFF-CTE)  \$325,000 (CCPT)</p> <ul style="list-style-type: none"> <li>Expansion of Career Technical Education Pathways: Automotive, Engineering, Bio Med, Agriculture</li> <li>Consultant Contracts: G2R, PLTW, RCOE/ROP</li> </ul>

<ul style="list-style-type: none"> <li>Counselors will work with students on an annual basis on Career/Academic Planning (Saturday and evening workshops)</li> <li>Increase Dual Enrollment offerings and participation for students to earn college credit.</li> </ul>			<ul style="list-style-type: none"> <li>Makerspace/STEM</li> </ul>
<p>2e. Increase student enrollment in AVID by 4% annually.</p> <ul style="list-style-type: none"> <li>Outreach &amp; recruiting of perspective AVID students to enroll in AVID.</li> <li>Reduce number of students exiting AVID due to course access.</li> <li>AVID Summer Institute training, Write Path Training for content teachers</li> <li>Provide professional development and support in the implementation and daily use of AVID instructional strategies for all teachers (WICOR- Writing, Inquiry, Collaboration, Organization, and Reading) daily instruction.</li> <li>Postsecondary and career opportunities (college visits, interview clinics).</li> </ul>	All schools	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups: (Specify) _____</p> <hr/>	<p>AVID: \$600,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Tutor Cost</li> <li>Materials &amp; Supplies</li> <li>Field Trips</li> </ul>

### LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>2a. Increase percentage of students meeting high school graduation requirements by 3% annually.</p> <p>2b. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.</p> <p>2d. Increase annual participation in:</p> <ul style="list-style-type: none"> <li>- A-G completion by 5%;</li> <li>- AP enrollment/passing rate by 3%;</li> <li>- High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</li> <li>- CTE pathway completion by 3%;</li> <li>- Dual Enrollment participation/success by 3%</li> </ul> <p>2e. Increase student enrollment in AVID by 4% annually.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a. Increase percentage of students meeting high school graduation requirements by 3% annually.</p> <ul style="list-style-type: none"> <li>• Increase course audits to align with A-G and graduation requirements.</li> <li>• Provide a variety of pathways for students to make up credits.</li> <li>• Analyze student transcripts every semester to ensure access and enrollment (starting at 9<sup>th</sup> grade through 12<sup>th</sup>). Analyze student's transcripts every semester at the middle school to promote A-G awareness and readiness to access upon entry into high school.</li> <li>• Increase participation in college and career readiness assessments (AP, PSAT, SAT, and ACT)</li> <li>• Expand AVID electives districtwide.</li> <li>• High Schools Counselors (3)</li> </ul>	All schools	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> <p>_____</p>	<p>Access &amp; Success for students: \$560,978 (LCFF)</p> <ul style="list-style-type: none"> <li>• College &amp; Career Exploration</li> <li>• Career Readiness Assessment</li> <li>• Consultant Contracts: RCOE</li> <li>• Teacher Extra Duty</li> <li>• HS Counselors</li> </ul>
<p>2b. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.</p> <p>Provide academic, emotional/social support services for students and assist them in the matriculation process to achieve post-secondary pursuits.</p>	All schools	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> <p>_____</p>	<p>Co-Curricular: \$10,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Field Trips</li> </ul>
<p>2c. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.</p>	All schools	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p>	<p>Student Access: \$500,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Peer Leadership/Mentoring Programs: LINK PLUS, Think Together, Academy</li> </ul>

<ul style="list-style-type: none"> <li>Develop peer/mentoring programs for students to connect to adults and to develop a career readiness mindset.</li> <li>Create a Summer Bridge program for students to build prerequisite skills.</li> <li>Create opportunities for teachers to use practical applications, build relevance and student engagement through professional development</li> <li>Provide students opportunity to attend Summer School for Remediation/Acceleration/grade improvement</li> </ul>		___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____ _____	<ul style="list-style-type: none"> <li>Success Camps for students</li> </ul>
<p>2d. Increase annual participation in:  <i>A-G completion by 5%;</i>  <i>AP enrollment/passing rate by 3%;</i>  <i>High school juniors passing ELA &amp; Math components of Early Assessment Program by 3%;</i>  <i>CTE pathway completion by 3%;</i>  <i>Dual Enrollment participation/success by 3%</i></p> <ul style="list-style-type: none"> <li>Expand Career Technical Education options for student's grades 7-12.</li> <li>Increase enrollment in CTE Pathways.</li> <li>Students will participate in annual grade level college career assessments.</li> <li>Counselors will work with students on an annual basis on Career/Academic Planning (Saturday and evening workshops)</li> <li>Increase Dual Enrollment offerings and participation for students to earn college credit.</li> </ul>	All schools	___X___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____ _____	<p>College &amp; Career Readiness: \$2,339,669          \$754,528 (CTEIG)          \$292,421 (Perkins)          \$38,000 (Ag. Incentive Grant)          \$929,720 (LCFF-CTE)          \$325,000 (CCPT)</p> <ul style="list-style-type: none"> <li>Expansion of Career Technical Education Pathways: Automotive, Engineering, Bio Med, Agriculture</li> <li>Consultant Contracts: G2R, PLTW, RCOE/ROP</li> <li>Makerspace/STEM</li> </ul>
<p>2e. Increase student enrollment in AVID by 4% annually.</p> <ul style="list-style-type: none"> <li>Outreach &amp; recruiting of perspective AVID students to enroll in AVID.</li> <li>Reduce number of students exiting AVID due to course access.</li> <li>AVID Summer Institute training, Write Path Training</li> </ul>	All schools	___X___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent	<p>AVID: \$600,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Tutor Cost</li> <li>Materials &amp; Supplies</li> <li>Field Trips</li> </ul>

<p>for content teachers</p> <ul style="list-style-type: none"> <li>• Provide professional development and support in the implementation and daily use of AVID instructional strategies for all teachers (WICOR- Writing, Inquiry, Collaboration, Organization, and Reading) daily instruction.</li> <li>• Postsecondary and career opportunities (college visits, interview clinics).</li> </ul>	<p>English proficient __Other</p> <p>Subgroups: (Specify)_____</p> <p>_____</p>	
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<b>GOAL:</b>	Goal 3: All departments and sites will provide a safe and positive environment for staff and students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	In reviewing district data, there is need to decrease the disproportionately in the suspension rate for students with disabilities. Additionally, there is also a need to continue efforts toward improving truancy rates and decreasing the chronic absenteeism rate.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All schools		
	<b>Applicable Pupil Subgroups:</b>	All Subgroups: Low Income, English Learner/Redesignated Fluent, Foster Youth, Students with Disabilities		
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	3a. Reduce incidents of bullying, drug use, violence, trancies and suspensions/ expulsions by 10% annually on all campuses 3b. Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students 3c. Improve attendance indicators by 10% for all school sites (i.e. chronic absenteeism, truancy rates & annual daily attendance) 3d. Maintain facilities per Williams compliance			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3a. Reduce incidents of bullying, drug use, violence, trancies and suspensions/ expulsions by 10% annually on all campuses.  <ul style="list-style-type: none"> <li>Establish a district-wide committee to support the implementation of Positive Behavior Intervention and Supports (PBIS).</li> <li>Establish PBIS Committees at all school sites throughout the district.</li> <li>Establish and implement consistent policies, procedures and protocols for implementation of district wide site PBIS.</li> <li>Provide Coaching and support for all PBIS committee throughout the district.</li> </ul>		All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____	Student Intervention & Support: \$57,500 (LCFF)  <ul style="list-style-type: none"> <li>RCOE- PBIS</li> <li>Restorative Justice</li> <li>SST</li> <li>Workshops/Trainings</li> </ul>
3b. Reduce the disproportionately in the suspension rates of			__ALL	

<p>Students with Disabilities and African American Students</p> <ul style="list-style-type: none"> <li>• Provide cultural relevance training to all certificated staff throughout the district.</li> <li>• Develop a district wide system to identify, assist and monitor students who demonstrate behavioral challenges.</li> <li>• Develop district wide student behavioral expectations to be implemented at all sites.</li> </ul>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>Student Support Services: \$744,080  \$104,464 (ASES)  \$599,616 (21<sup>st</sup> Assets)  \$40,000 (TI)</p> <ul style="list-style-type: none"> <li>• Mentoring Program</li> <li>• 21<sup>st</sup> Assets</li> <li>• ASES</li> <li>• Consultant Contract: RCOE</li> </ul>
<p>3c. Improve all attendance indicators by 10% for all school sites (i.e. chronic absenteeism, truancy rates &amp; annual daily attendance)</p> <ul style="list-style-type: none"> <li>• Develop an Attendance Task Force to explore strategies to improve attendance</li> <li>• Implementation of Attention2Attendance to track and monitor students chronically absent from school.</li> <li>• Employ 2 Attendance Specialist to track and follow up on habitually truant students.</li> <li>• Develop attendance data dashboards to track and monitor attendance indicators throughout the school year.</li> </ul>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>	<p>Attendance Support: \$201,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Attendance Specialist (2)</li> <li>• Attendance Incentives</li> <li>• Consultant Contract: A2A</li> </ul>
<p>3d. Maintain a safe environment and facilities for all students.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>	<p>Safe &amp; Secure Learning Environment: \$211,820 (LCFF)</p> <ul style="list-style-type: none"> <li>• Athletic Trainers</li> <li>• Training/Workshops: Student Safety</li> </ul>
<p><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>a. Reduce incidents of bullying, drug use, violence, truanies and suspensions/ expulsions by 10% annually on all campuses</p> <p>b. Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students</p>		



<ul style="list-style-type: none"> <li>monitor students chronically absent from school.</li> <li>Employ 2 Attendance Specialist to track and follow up on habitually truant students.</li> <li>Develop attendance data dashboards to track and monitor attendance indicators throughout the school year.</li> </ul>		Subgroups:(Specify)_____ _____	
3d. Maintain a safe environment and facilities for all students.	All schools	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	Safe & Secure Learning Environment: \$211,820 (LCFF) <ul style="list-style-type: none"> <li>Athletic Trainers</li> <li>Training/Workshops: Student Safety</li> </ul>

### LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	a. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 10% annually on all campuses. b. Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students c. Improve attendance indicators by 10% for all school sites (i.e. chronic absenteeism, truancy rates & annual daily attendance) d. Maintain facilities per Williams compliance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Reduce incidents of bullying, drug use, violence, truancies and suspensions/ expulsions by 10% annually on all campuses. <ul style="list-style-type: none"> <li>Establish a district-wide committee to support the implementation of Positive Behavior Intervention and Supports (PBIS).</li> <li>Establish PBIS Committees at all school sites throughout the district.</li> <li>Establish and implement consistent policies, procedures and protocols for implementation of district wide site</li> </ul>	All schools	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ _____	Student Intervention & Support: \$57,500 (LCFF) <ul style="list-style-type: none"> <li>RCOE- PBIS</li> <li>Restorative Justice</li> <li>SST</li> <li>Workshops/Trainings</li> </ul>

PBIS. • Provide Coaching and support for all PBIS committee throughout the district.			
3b. Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students  • Provide cultural relevance training to all certificated staff throughout the district. • Develop a district wide system to identify, assist and monitor students who demonstrate behavioral challenges. • Develop district wide student behavioral expectations to be implemented at all sites.	All schools	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: (Specify) _____ _____	Student Support Services: \$744,080 <div style="text-align: right;">           \$104,464 (ASES)            \$599,616 (21<sup>st</sup> Assets)            \$40,000 (TI)         </div> • Mentoring Program • 21 <sup>st</sup> Assets • ASES • Consultant Contract: RCOE
3c. Improve all attendance indicators by 10% for all school sites (i.e. chronic absenteeism, truancy rates & annual daily attendance)  • Develop an Attendance Task Force to explore strategies to improve attendance • Implementation of Attention2Attendance to track and monitor students chronically absent from school. • Employ 2 Attendance Specialist to track and follow up on habitually truant students. • Develop attendance data dashboards to track and monitor attendance indicators throughout the school year.	All schools	<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 __Other Subgroups: (Specify) _____ _____	Attendance Support: \$201,000 (LCFF)  • Attendance Specialist (2) • Attendance Incentives • Consultant Contract: A2A
3d. Maintain a safe environment and facilities for all students.	All schools	<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 __Other Subgroups: (Specify) _____ _____	Safe & Secure Learning Environment: \$211,820 (LCFF)  • Athletic Trainers • Training/Workshops: Student Safety



GOAL:	Goal 4: Secure and strengthen the home-school-community connections and communications.		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 _____	
Identified Need:	Parents/Guardians and community members will become fully engaged as partners in education.			
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All Subgroups: Low Income, English Learner/Redesignated Fluent, Foster Youth, Students with Disabilities		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	4a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually. 4b. Increase parent participation and build parent capacity in their child's education by 10% annually. 4c. Increase business and community participation by 10% annually.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually. <ul style="list-style-type: none"> <li>Continue to utilize Social Media: YouTube, Facebook, 24/7, Twitter, Instagram, ParentLINK to communicate with parents and key stakeholders.</li> <li>Increase Wi-Fi connection and access within the community (hot spots).</li> </ul>		All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Communication: \$25,000 (LCFF) <ul style="list-style-type: none"> <li>Consultant Contract: BlackBoard/ParentLINK</li> <li>Technology: WiFi Connections</li> </ul>
4b. Increase parent participation and build parent capacity in their child's education by 10% annually: <ul style="list-style-type: none"> <li>Increase efforts to make parents partners in their child's education. Provide opportunities to build parent capacity and leadership: PELI, PIQE</li> <li>Educational workshops/trainings for parents (IC,</li> </ul>		All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	Parent Engagement: \$324,751 <div style="text-align: right;">           \$206,251 (TI)            \$8,500 (TIII)            \$110,000 (LCFF)         </div> <ul style="list-style-type: none"> <li>Community Engagement Specialist</li> </ul>

<p>Haiku, School Safety, Health Education, Physical Fitness, Parent Literacy, Computer Literacy, Parent Rights, GED, College Preparation, Financial Aid, college requirements, etc.).</p> <ul style="list-style-type: none"> <li>• Conduct Parent Interest Surveys.</li> <li>• Increase parent access to resources: One-Stop Shop- Information Canopy</li> </ul>		<p>Subgroups:(Specify)_____</p> <p>_____</p>	<ul style="list-style-type: none"> <li>• Parent Engagement Activities</li> <li>• Online parent surveys</li> <li>• Consultant Contract: RCOE, PIQE</li> <li>• Promotional Materials</li> </ul>
<p>4c. Increase business and community participation by 10% annually.</p> <ul style="list-style-type: none"> <li>• Building school partnerships</li> <li>• Community events: Health Fair, Wellness Program, College &amp; Career Fairs</li> <li>• Connecting businesses through Job Shadowing, Internships, Senior Portfolios, and develop business mentors</li> </ul>	<p>All schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>Community Outreach: \$0</p>
<p align="center"><b>LCAP Year 2: 2017-18</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <p>b. Increase parent participation and build parent capacity in their child's education by 10% annually.</p> <p>c. Increase business and community participation by 10% annually.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>4a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <ul style="list-style-type: none"> <li>• Continue to utilize Social Media: YouTube, Facebook, 24/7, Twitter, Instagram, ParentLINK to communicate with parents and key stakeholders.</li> <li>• Increase Wi-Fi connection and access within the community (hot spots).</li> </ul>	<p>All schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>Communication: \$25,000</p> <ul style="list-style-type: none"> <li>• Consultant Contract: BlackBoard/ParentLINK</li> <li>• Technology: WiFi Connections</li> </ul>
<p>4b. Increase parent participation and build parent capacity in</p>	<p>All schools</p>	<p><u> </u> ALL</p>	

<p>their child's education by 10% annually:</p> <ul style="list-style-type: none"> <li>• Increase efforts to make parents partners in their child's education. Provide opportunities to build parent capacity and leadership: PELI, PIQE</li> <li>• Educational workshops/trainings for parents (IC, Haiku, School Safety, Health Education, Physical Fitness, Parent Literacy, Computer Literacy, Parent Rights, GED, College Preparation, Financial Aid, college requirements, etc.).</li> <li>• Conduct Parent Interest Surveys.</li> <li>• Increase parent access to resources: One-Stop Shop- Information Canopy</li> </ul>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>Parent Engagement: \$324,751</p> <p style="text-align: right;">\$206,251 (TI)</p> <p style="text-align: right;">\$8,500 (TIII)</p> <p style="text-align: right;">\$110,000 (LCFF)</p> <ul style="list-style-type: none"> <li>• Community Engagement Specialist</li> <li>• Parent Engagement Activities</li> <li>• Online parent surveys</li> <li>• Consultant Contract: RCOE, PIQE</li> <li>• Promotional Materials</li> </ul>
<p>4c. Increase business and community participation by 10% annually.</p> <ul style="list-style-type: none"> <li>• Building school partnerships</li> <li>• Community events: Health Fair, Wellness Program, College &amp; Career Fairs</li> <li>• Connecting businesses through Job Shadowing, Internships, Senior Portfolios, and develop business mentors</li> </ul>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>Community Outreach: \$0</p>

### LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>a. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</p> <p>b. Increase parent participation and build parent capacity in their child's education by 10% annually.</p> <p>c. Increase business and community participation by 10% annually.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a. Increase the use of technology to facilitate	All schools	<input checked="" type="checkbox"/> ALL	

<p>communication among all employees and stakeholders within the district by 10% annually.</p> <ul style="list-style-type: none"> <li>Continue to utilize Social Media: YouTube, Facebook, 24/7, Twitter, Instagram, ParentLINK to communicate with parents and key stakeholders.</li> <li>Increase Wi-Fi connection and access within the community (hot spots).</li> </ul>		<p>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>	<p>Communication: \$25,000</p> <ul style="list-style-type: none"> <li>Consultant Contract: BlackBoard/ParentLINK</li> <li>Technology: WiFi Connections</li> </ul>
<p>4b. Increase parent participation and build parent capacity in their child's education by 10% annually:</p> <ul style="list-style-type: none"> <li>Increase efforts to make parents partners in their child's education. Provide opportunities to build parent capacity and leadership: PELI, PIQE</li> <li>Educational workshops/trainings for parents (IC, Haiku, School Safety, Health Education, Physical Fitness, Parent Literacy, Computer Literacy, Parent Rights, GED, College Preparation, Financial Aid, college requirements, etc.).</li> <li>Conduct Parent Interest Surveys.</li> <li>Increase parent access to resources: One-Stop Shop- Information Canopy</li> </ul>	All schools	<p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:  (Specify) _____  _____</p>	<p>Parent Engagement: \$324,751</p> <p style="text-align: right;">\$206,251 (TI) \$8,500 (TIII) \$110,000 (LCFF)</p> <ul style="list-style-type: none"> <li>Community Engagement Specialist</li> <li>Parent Engagement Activities</li> <li>Online parent surveys</li> <li>Consultant Contract: RCOE, PIQE</li> <li>Promotional Materials</li> </ul>
<p>4c. Increase business and community participation by 10% annually.</p> <ul style="list-style-type: none"> <li>Building school partnerships</li> <li>Community events: Health Fair, Wellness Program, College &amp; Career Fairs</li> <li>Connecting businesses through Job Shadowing, Internships, Senior Portfolios, and develop business mentors</li> </ul>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <p>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>	<p>Community Outreach: \$0</p>

## 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 schoolsites 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?

Original GOAL from prior year LCAP:	Goal 1: All students will attain proficiency in all academic content areas. Academic content areas refer to courses in ELA, math, history & science. A student is proficient when they perform at grade level based on assessments.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local: Specify <u>                    </u>	
Goal Applies to:	Schools:	All students		
	Applicable Pupil Subgroups:	All schools and grade levels		
Expected Annual Measurable Outcomes:	1. Develop base lines and maintain growth in accordance to API/AYP rates.		1. The state is moving towards a new accountability system API is no longer a part of the state accountability system. During the transition from NCLB AYP is longer part of the overall accountability system.	
	2. Establish math and ELA proficiency baselines as measured by the CAASPP and CAPA.		2. EAMO 1. At the time of this LCAP Annual Update, the district had CAASPP scores for 96% of 11 <sup>th</sup> grade students. There were less than 80% of scores received for 5-8 <sup>th</sup> graders and therefore those grade levels are not reported here.	
			In the 14-15 School year, the district had 53% of the students in the Standard Met or Exceeded category in 11 <sup>th</sup> Grade ELA. During the 15-16 school years, the district had 47.1% of the students in the Standard Met or Exceeded category.	
			For 11 <sup>th</sup> grade students, there were 9.8% fewer students who reached the Standard Met or Standard Exceeded category in ELA than the prior year.	
			In the 14-15 School year, the district had 20% of the students in the Standard Met or Exceeded category for 11 <sup>th</sup> grade Math. In the 15-16 school year, the district had 21% of the students in the Standard Met or Exceeded category.	
			For 11 <sup>th</sup> grade students there was a 1% increase in the % of students scoring in the Standard Met/Exceeded band.	
	3. Increase student enrollment in AVID by 4% annually.		3. AVID enrollment continues to increase. From 2013-15 enrollment increased by 17.87%.	

	All Students	SPED	EL	Foster	LI
2015-2016	1636	26	149	3	1256
2014-2015	1543	19	189	6	939
2013-2014	1388	14	84	1	830
+/-	+17.87%	85.71%	77.38%		51.33%

4. Implementation of unit assessments aligned to units of study (CCCSS) in math and ELA (baseline establishment)

5. Utilization of standards-aligned materials and resources

6. Analyze and review EL reclassification

4. English Language Arts teachers administered three assessments in the 15-16 school years. This was the baseline year for these assessments.

5. The Math CCIT (Common Core Implementation Team) evaluated the traditional Math textbooks from nine different publishers and using a rubric, decided on two textbooks to pilot in the fall of 2016.

The ELA CCIT created new units of study and revised existing ones to align to the CCCS, which included novels, open and primary source documents. Each unit includes a benchmark assessment on the standards covered.

Special Ed  
During the 2015-16 school year, every six weeks special Education and general education teachers participated in training and planning sessions for students with disabilities.

Special Education teachers re-wrote the course descriptions and developed curriculum for classes through the SAC committee.

6. The percentage of students who Reclassified to Fluent English Proficient increased by 5%.

			<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>2015-16</td><td>949</td><td>268</td><td>28%</td><td>86</td><td>9.1%</td></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. Please refer to Goal #2, pg 59</p> <p>8. Human Resources confirmed that all content teachers are highly qualified and meet CCTC requirements.</p>		Total	EL	%	# RFEP	% of Spec.Ed	2015-16	949	268	28%	86	9.1%	2014-15	831	256	30%	72	8.7%	2013-14	844	255	30.2%	59	7.0%
	Total	EL	%	# RFEP	% of Spec.Ed																						
2015-16	949	268	28%	86	9.1%																						
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2013-14	844	255	30.2%	59	7.0%																						

LCAP Year: 2015-16			
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>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</p>	<p>Professional Development Total: \$987,927 \$444,275 (LCFF) \$543,652 (TI)</p> <ul style="list-style-type: none"> <li>• AVID</li> <li>• PLC</li> <li>• Common Core</li> </ul>



<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>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" data-bbox="1045 773 1686 1015"> <thead> <tr> <th></th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr> </thead> <tbody> <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> </tbody> </table> <p><u>Special Ed</u> The District provided training and planning sessions for Special Education and general education teachers every six weeks to collaborate on implementation of IEP strategies and interventions to assist students in being successful in the general education environment.</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>Academic Enrichment: \$1,329,200 (LCFF)</p> <ul style="list-style-type: none"> <li>• Summer School/Transportation</li> <li>• CSR-Intervention/Support</li> <li>• Edmentum/A+</li> </ul>
	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>b. Before and after school tutorial programs</p>		<p>b. For 2015-16, 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</p>	<p>Tutoring Services: \$502,757 (TI)</p>																

requirements.

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

Supplemental Education Services (SES)		
	# Students Eligible	# of Students Participating
2015-16	5326	452
2014-15	5160	364
2013-14	5088	495
2012-13	5527	248

Special Education

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

<p>c. CAHSEE prep classes offered before and after the school day.</p> <p>d. Summer Session credit recovery and acceleration program for students</p> <p>e. Computer lab for credit deficient students.</p>		<p>implemented that give students opportunities for tutoring and extended day learning.</p> <p>c. CAHSEE is longer being administered</p> <p>d. 2014-15 Summer School</p> <table border="1"> <thead> <tr> <th>Course Name</th> <th>S1</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td>Alg II/Trig</td> <td>17</td> <td>22</td> </tr> <tr> <td>Algebra I</td> <td>55</td> <td>52</td> </tr> <tr> <td>Art I</td> <td>12</td> <td>12</td> </tr> <tr> <td>Health</td> <td>31</td> <td></td> </tr> <tr> <td>Integ Math I</td> <td>41</td> <td>13</td> </tr> <tr> <td>Integ Math II</td> <td>57</td> <td>52</td> </tr> <tr> <td>PE 10 - Team Sport</td> <td>45</td> <td>38</td> </tr> <tr> <td>Spanish I</td> <td>24</td> <td>22</td> </tr> <tr> <td>Spanish II</td> <td>25</td> <td>18</td> </tr> <tr> <td>World History</td> <td>55</td> <td>43</td> </tr> <tr> <td>Grand Total</td> <td>362</td> <td>272</td> </tr> </tbody> </table> <p>*575 Courses recovered</p> <p>e. All students have Chromebooks and have access to A+/Edmentum courses 24/7. Students also had access to computer labs during Summer School for remediation and acceleration</p>	Course Name	S1	S2	Alg II/Trig	17	22	Algebra I	55	52	Art I	12	12	Health	31		Integ Math I	41	13	Integ Math II	57	52	PE 10 - Team Sport	45	38	Spanish I	24	22	Spanish II	25	18	World History	55	43	Grand Total	362	272
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<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>a. Students at risk of failing and/or not meeting graduation requirements will be placed into support classes focused on intervention strategies to promote academic success.</p> <p>b. CAHSEE prep classes offered during the school day and after school for students who failed CAHSEE.</p> <p>c. Each student will have a device (1:1 Initiative) to ensure 24/7 personalized learning.</p> <p>d. Provide students with 21st Century tools to do authentic work.</p> <p>e. Provide opportunities for students to collaborate and communicate with peers, experts and their teachers.</p> <p>f. Access libraries of digital content that provide multiple pathways to learning.</p> <p>g. Pursue real world issues and topics of deep interest.</p>	<p>Technology: Chromebooks, hardware/software \$990,326 (LCFF-S)</p> <p>Technology TOSAs (4): \$733,734 (TI)</p> <p>Tech III (4): \$52,000 (TII)</p>	<p>Objective 1.2</p> <p>a. Specific support sections were not assigned to address student's not meeting graduation requirements.</p> <p>b. CAHSEE is longer being administered.</p> <p>c. The district's initiative to equip all students with a Chromebook has been met this year under the Scholar Plus program.</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>Technology: Chromebooks, hardware/software \$1,274,605 (LCFF)</p> <p>Technology TOSAs (4): \$560,433 (TI)</p> <p>\$207,438 (LCFF)</p> <ul style="list-style-type: none"> <li>• ELD TOSA/Release Periods</li> </ul> <p>\$4,382,882 (LCFF)</p> <ul style="list-style-type: none"> <li>• Textbooks, Ancillary Materials</li> <li>• Scholar + Chromebooks</li> <li>• Infrastructure: WiFi Campus Access</li> <li>• SIS Software</li> <li>• Technology Tech IIIs</li> </ul>
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<p>h. Prepare for future hybrid and flipped learning environments.</p> <p>i. Wireless network expansion.</p> <p>j. Laptops and/or iPads for teachers replacing desktops</p> <p>k. Site based Tech TOSAs for continual instructional technology support.</p> <p>l. Site based Tech III Techs to support hardware/software demands.</p> <p>m. Extended School Year for Special Education students who met the eligibility criteria for service</p>		<p>h. Tech TOSAs 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>i. Ongoing expansion opportunities continue to allow students and staff to secure 24/7 access so there is no hindrance in learning and exploring.</p> <p>j. 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>k. 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>l. 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>m. <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. During the 2015-16 school</p>	
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		year, 49 students with disabilities (moderate-severe) participated in Extended School Year.									
Scope of service:	District wide	Scope of service:	District wide								
<u>X</u> _ALL		<u>X</u> _ALL									
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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: a. Outreach & recruiting          b. Reduce students leaving AVID due to course access issues.    c. AVID Summer Institute training, Write Path Training for content teachers	District wide implementation of AVID:  \$450,000 (TI)	Objective 1.3:  a. Outreach and recruiting efforts include: • Middle school visits in Feb/March to recruit eligible students • AVID tutors assist with interviews and outreach efforts and share their story • Schedule an AVID day at Paloma Valley for ALL feeder 8th grade students • Hold parent orientation nights  b. With the 7 <sup>th</sup> period day allows students to take additional course work. In addition, acceleration courses were offered in the summer to help student's progress through both graduation and A-G requirements.  c. AVID Summer Institute participation:  <table border="1"> <thead> <tr> <th></th><th>2013</th><th>2014</th><th>2015</th></tr> </thead> <tbody> <tr> <td>Admin</td><td>26</td><td>21</td><td>19</td></tr> </tbody> </table>		2013	2014	2015	Admin	26	21	19	District wide implementation of AVID: \$539,984 (LCFF) <ul style="list-style-type: none"> <li>AVID tutors</li> <li>Materials &amp; Supplies</li> <li>Field Trips</li> </ul>
	2013	2014	2015								
Admin	26	21	19								

	d. Provide professional development and support in the use of AVID instructional strategies for all teachers (WICOR-Writing, Inquiry, Collaboration, Organization, and Reading) daily instruction			Teachers	181	113	76	
				Para	0	2	5	
				Total	208	137	100	
	e. Tutors			d. Professional development:				
				<ul style="list-style-type: none"><li>Continue to train staff in WICOR strategies; send staff to available trainings: RCOE, Write Path, etc. Implement voluntary AVID walk through to look for the utilization of AVID Essential Questions and Strategies.</li><li>Plan for the future implementation of a student exit portfolio and interview, Students will demonstrate best work, resumes, letter of recommendation, community service, extracurricular activities and awards.</li><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>Special Education 7 special education teachers attended AVID Summer Institute to learn WICOR strategies.</li><li></li></ul>				
				e. AVID tutors were assigned to AVID schools to conduct tutorials with students at a ratio 1:7 per AVID Certification Plan				
				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.				
	f. Postsecondary and career opportunities (college visits, interview clinics)			AVID Students participate in numerous College visitation:				
					9th	10th	11th	12th

				<table><tr><td></td><td>4</td><td>5</td><td>10</td><td>2-3</td></tr><tr><td>UC/CSU &amp; Private Visitation s</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>		4	5	10	2-3	UC/CSU & Private Visitation s	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>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 5/13/2016, Special Education teachers from each site attended an all-day training on Effective Secondary Transition Planning in order to develop meaningful post-secondary transition goals for students to ensure they are college and career ready and to ensure transition IEP goals meet state and federal mandates.</p>											
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<p>Objective 1.4</p> <p>a. All 7th &amp; 8th grade students will show a 3% growth in ELA and Math as compared to previous years: Activities aligned to Objective 1.1</p>		<p>Objective 1.4:</p> <p>a. All 7th &amp; 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.</p>																															
<p>For low income pupils, English learners (RFEP), 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>Additional support 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. 362 students were able to complete high school graduation requirements via acceleration opportunities. 575 course were recovered through remediation.</p> <p>Summer School Course Offerings</p> <table><tr><td>Course Name</td><td>S1</td><td>S2</td></tr><tr><td>Alg II/Trig</td><td>17</td><td>22</td></tr><tr><td>Algebra I</td><td>55</td><td>52</td></tr><tr><td>Art I</td><td>12</td><td>12</td></tr><tr><td>Health</td><td>31</td><td></td></tr><tr><td>Integ Math I</td><td>41</td><td>13</td></tr><tr><td>Integ Math II</td><td>57</td><td>52</td></tr><tr><td>PE 10 - Team Sport</td><td>45</td><td>38</td></tr><tr><td>Spanish I</td><td>24</td><td>22</td></tr><tr><td>Spanish II</td><td>25</td><td>18</td></tr></table>	Course Name	S1	S2	Alg II/Trig	17	22	Algebra I	55	52	Art I	12	12	Health	31		Integ Math I	41	13	Integ Math II	57	52	PE 10 - Team Sport	45	38	Spanish I	24	22	Spanish II	25	18	<p>Additional support sections: \$288,000 (LCFF)</p> <p>Professional Development: \$69,135 (TI)</p>
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<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 participates 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><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</p>							



		<p>models, embedding universal design for learning, and preparing for 21st century assessment.</p> <p>h. All students have a Chromebook to access A+/Edmentum 24/7 for credit recovery. Students also had access to computer labs during Summer School for remediation and acceleration.</p>	
<p>For English learners:</p> <p>a. Academic Language Development programs for ELL students as they prepare for the CELDT.</p> <p>b. Increase the number of students meeting the district reclassification criteria.</p>	<p>EL Leads \$10,110 (LCFF-C)</p>	<p>a. The percentage of students meeting AMAO 1 decreased by 7%. The percentage of students meeting AMAO 2a increased by 5%. The percentage of students meeting AMAO 2b decreased by 7%. For AMAO 3, participation rates were met on both the ELA and Math components of the Smarter Balanced Assessments. Graduation rate was not met for AMAO 3.</p> <p>b. The percentage of students who Reclassified to Fluent English Proficient increased by 5%.</p>	<p>EL Leads \$10,979 (TIII)</p>
<p>For Foster Youth:</p> <p>a. The academic outcomes and expectations will mirror that of general student population.</p>		<p>a. Foster Youth follow the same academic outcomes and expectations as all other student. However, we follow the Education Code that allows certain Foster Youth to graduate with a high school diploma.</p>	

<p>b. Each foster student has an individual learning plan developed upon entry into the school district or when identified as being within the foster youth system.</p> <p>c. Data systems are created to ensure that the district identifies and serves its foster children (fields may include points of contact, grades, assessments, further supports, etc.)</p> <p>d. All staff is provided professional learning about the social, emotional, behavioral and academic needs of foster children so that they can be proactive in helping these children succeed.</p>			<p>b. All students, upon entry into the district, work with their counselor to develop a four-year plan for graduation.</p> <p>c. CDE and Social Services have collaborated to allow LEAs the ability to identify Foster students. Students are identified by the department of social services and tagged in CALPADS. Consistent updates to CALPADS by the department of social services will provide PUHSD the means of tracking Foster students who may not have been previously identified by PUHSD's staff.</p> <p>d. During the August 5th &amp; 6th Professional Development received training in recognizing students at risk and ways to assist them in their educational journey.</p>		
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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?		Changes to Actions and Services/Scope of Services for 2016-17: <ul style="list-style-type: none"> <li>To support instructional practices district wide, purchase of state board adopted instructional materials for core ELA classes for all students in grade 7-8.</li> <li>To support instructional practices district wide, purchase of state board adopted instructional materials for designated ELD</li> <li>Provide 47 sections to lower class size in ELD 1-4</li> <li>English 3D is tailored toward the needs of academic language learners, including long-term English learners. The program is designed to progress students through the California English Language Development Proficiency Levels to the Bridging level. Resources throughout English 3D are differentiated for students in the Expanding and Bridging levels so that teachers are able to meet the student's' specific needs and help them progress to full engagement in grade-level texts and tasks. The author of English 3D,</li> </ul>			

Dr. Kate Kinsella, shares California's belief that "English learners at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support" (California Department of Education, 2012). As such, the program supports teachers in meeting the three parts of the California ELD standards: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills.

- READ 180 Universal was developed to support the English Language Arts/English Language Development Framework for California Public Schools to meet the needs of students at risk for academic difficulties, English Learners, and Students with Disabilities. It supports the diversity of learners in one single classroom ranging from Beginning Readers to students nearly ready to transition back into a core English Language Arts course. READ 180 is designed to elevate all students to become proficient readers and lifelong.
- Rosetta Stone has been used at Pinacate Middle School as a successful supplemental program to accelerate the language acquisition of students at the limited to no functional receptive (listening and reading) and productive English skills (speaking and writing) level. The district is proposing the expansion of the program and purchase of licenses for Newcomer students throughout the district. The use of Rosetta Stone will be in addition to students' Designated and Integrated English Language Development throughout the instructional day.
- The English Language Arts (ELA) Subject Area Council (SAC) is comprised of ELA department chairs across the district. The ELA SAC proposed a solution to promote originality and proper citations for student work samples ranging from essays to performance tasks. The group reviewed different programs and unanimously approved Turnitin as the tool to address this need. Turnitin will afford teachers the opportunity to focus their time and energy on providing feedback to students on the content of their writing as opposed to validating originality and monitoring plagiarism.
- Turnitin is an online software program that supports Academic Integrity, Effective Feedback, and Peer review for student writing. It also provides feedback to students on their use of source material with the world's largest content comparison database. It highlights original writing and proper citation. When institutions adopt Turnitin Feedback Studio, unoriginal work decreases by 33%, and students are challenged to think more critically.
- 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.

<b>Original GOAL from prior year LCAP:</b>	<b>Goal 2:</b> All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.	<b>Related State and/or Local Priorities:</b> 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 _____																																								
<b>Goal Applies to:</b>	<b>Schools:</b> All students <b>Applicable Pupil Subgroups:</b> All schools and grade levels																																									
<b>Expected Annual Measurable Outcomes:</b>	a. Establish baselines and maintain growth in accordance to API/AYP rates.  b. Increase percentage of students meeting middle and high school graduation requirements by 3% annually  c. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Actual Annual Measurable Outcomes:</b> </div> <div style="width: 50%;"> <p>a. The state is moving towards a new accountability system API is no longer a part of the state accountability system. During the transition from NCLB AYP is longer part of the overall accountability system.</p> <p>b. Cohort Grad Rates:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Cohort Grad Rate</th> <th>District</th> <th>English Learners</th> <th>African American</th> <th>Special Education</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td><b>2012-13</b></td> <td>84.40%</td> <td>70.6%</td> <td>81.5%</td> <td>53.5%</td> <td>82.3%</td> </tr> <tr> <td><b>2013-14</b></td> <td>82.70%</td> <td>69.20%</td> <td>77.70%</td> <td>54.10%</td> <td>80.30%</td> </tr> <tr> <td><b>2014-15</b></td> <td>87.00%</td> <td>74.40%</td> <td>88.80%</td> <td>56.70%</td> <td>85.70%</td> </tr> </tbody> </table> <p>We will define criteria for promotion/graduation of middle school.</p> <p>c. Drop out rates is measured on cohort groups. High school dropout rate showed a 2.7% decrease from the previous year; chronic absenteeism shows a 4.4% decrease from the prior year.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Dropout Rate (MS)</th> <th>Dropout Rate (HS)</th> <th>Chronic Absenteeism</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>1.1%</td> <td>11.8%</td> <td>27.5%</td> </tr> <tr> <td>2013-14</td> <td>1.1%</td> <td>12.4%</td> <td>23.8%</td> </tr> <tr> <td>2014-15</td> <td>0.20%</td> <td>9.70%</td> <td>19.4%</td> </tr> </tbody> </table> </div> </div>	Cohort Grad Rate	District	English Learners	African American	Special Education	SED	<b>2012-13</b>	84.40%	70.6%	81.5%	53.5%	82.3%	<b>2013-14</b>	82.70%	69.20%	77.70%	54.10%	80.30%	<b>2014-15</b>	87.00%	74.40%	88.80%	56.70%	85.70%		Dropout Rate (MS)	Dropout Rate (HS)	Chronic Absenteeism	2012-13	1.1%	11.8%	27.5%	2013-14	1.1%	12.4%	23.8%	2014-15	0.20%	9.70%	19.4%
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d. Increase annual participation in:

- A-G completion by 5%
- AP enrollment/passing rate by 3%
- High school juniors scoring college ready/conditionally ready in ELA & Math in Early Assessment Program by 3%
- CTE pathway completion by 3%
- Dual Enrollment participation/success by 3%

d. Schools in PUHSD have focused on promoting A-G to 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.

#### A-G Completion

A-G Completion	District	English Learners	African American	Special Education	White	SED
2012-13	21.60%	17.1%	23.8%	n/a	22.8%	23%
2013-14	32.10%	5.5%	22.1%	n/a	36.0%	30.3%
2014-15	35.25%	4.6%	30.4%	n/a	31.3%	31.7%

#### AP Enrollment/Passing Rate

AP Enrollment and Pass Rate	District Enrollment	Tests Taken	Number Passed	Difference in # Tested	Difference in # Passed
2013-14	2821	1256	723 57.6%	n/a	n/a
2014-15	3654	1203	718 59.7%	-53	-5

*How CDE reported for AP changed from 12-13 to 13-14, so the comparison does not included 12-13.*

#### EAP Conditional/College Ready Rates (District)

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	32%	14%	18%	65%	11%	54%
2013-14	30%	16%	14%	56%	7%	48%
2014-15	29%	16%	13%	43%	3%	40%

#### EAP Conditional/College Ready Rates (White)

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	49%	24%	25%	68%	12%	56%



2013-14	46%	28%	18%	67%	10%	57%
2014-15	36%	22%	14%	50%	6%	44%

**EAP Conditional/College Ready Rates (Hispanic)**

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	25%	10%	15%	62%	8%	54%
2013-14	23%	11%	12%	49%	5%	44%
2014-15	25%	13%	12%	42%	2%	40%

**EAP Conditional/College Ready Rates (African American)**

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	27%	11%	16%	53%	9%	45%
2013-14	23%	15%	7%	43%	5%	39%
2014-15	22%	8%	14%	24%	0%	24%

**EAP Conditional/College Ready Rates (English Learners)**

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	4%	1%	3%	33%	3%	30%
2013-14	0%	0%	0%	20%	6%	14%
2014-15	1%	1%	1%	14%	0%	14%

**EAP Conditional/College Ready Rates (Special Education)**

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	11%	8%	3%	0%	0%	0%
2013-14	3%	0%	3%	0%	0%	0%
2014-15	4%	2%	2%	17%	0%	17%

**EAP Conditional/College Ready Rates (SED)**

	ELA Both	ELA Ready	ELA Conditional	Math Both	Math Ready	Math Conditional
2012-13	27%	11%	16%	63%	9%	54%
2013-14	24%	12%	12%	52%	6%	46%
2014-15	25%	12%	13%	43%	3%	40%

CTE Pathway completion rate: 2013-14: 89.71%.  
2014-15: 92.99%

Dual Enrollment Participation and Pass Rate	District Enrollment	Number Passed	% passing
2013-14	323	316	97.8%
2014-15	244	238	97.5%
2015-16	446	pending	

*\*as of May 2016*

FAFSA Completion			
School	2013-14	2014-15	2015-16
Perris HS	40.27%	69.7%	66.4%
Heritage HS	45.3%	78%	88%
Paloma VHS	35.08%	51.2%	66.4%
Perris Lake HS	12.39%	24.5%	31.5%

### LCAP Year: 2015-16

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</p>	<p>Consultant Contracts: \$84,956 (TI)</p>	<p>Objective 2.1:</p> <p>a. Counselors followed a comprehensive district calendar that helped monitor closely students success in courses needed for graduation and A-G completion. During the 2015-16 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 were provided access to make up</p>	<p>College &amp; Career Readiness: \$447,912</p> <ul style="list-style-type: none"> <li>• PSAT/SAT Test</li> <li>• RCOE Consultant</li> <li>• HS Counselors</li> <li>• College Trips</li> </ul> <p>Access &amp; Success: \$354,816</p> <ul style="list-style-type: none"> <li>• GATE</li> </ul>

<p>up credits.</p> <p>c. Increase educational opportunities for parents to gain a better understanding of course/college requirements.</p> <p>d. Analyze student transcripts every semester to ensure access and enrollment in an effort to provide intervention courses early.</p>			<p>credits through Credit Recovery Programs available during the school day, before school, after school, Saturdays and through Summer School. Course remediation courses implemented meet A-G requirements.</p> <p>c. School administrators, counselors, and parent outreach resources provided workshops for parents on college entrance requirements and college and career readiness tools.</p> <p>d. The PUHSD conducted ongoing transcript analysis for all students in the PUHSD in partnership with RCOE. The ongoing monitoring of student success is used to ensure all students get immediate intervention in courses that are not completed with a C or better to meet the A-G requirements and support high school graduation. This includes all major focus groups.</p>		<ul style="list-style-type: none"> <li>• Increase in instructional minutes</li> <li>• Makerspace/STEM Labs</li> </ul>
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)_____		
<p>Objective 2.2</p> <p>Increase the percentage of students completing A-G requirements for college-students:</p> <p>a. Alignment of high school graduation courses with college entrance and state requirements.</p>			<p>Objective 2.2:</p> <p>a. All PUHSD courses are aligned with state requirements:</p> <ul style="list-style-type: none"> <li>• The PUHSD changed the graduation requirements to more closely reflect</li> </ul>		

<p>b. Implement parent education programs regarding financial aid and other pathways to college</p>		<p>the A-G Requirements.</p> <ul style="list-style-type: none"> <li>• More A-G courses were approved and implemented to provide more access for students.</li> <li>• <u>Special Education</u> All diploma-bound special education students are placed in grade level and IEP compliant core academic classes.</li> </ul> <p>b. EL Leadership team implemented the Latino Family Literacy Project College Readiness program and held 6 workshops at the school sites and at the Student Services Center. These workshops educated parents and students on the importance of post secondary education and each workshop guided parents on the different phases of college preparation.</p> <p>Each high school site increased FAFSA awareness and made concerted efforts to increase the number of students completing the FAFSA application to show how they can pay for college.</p>	
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	
<p><u>  X  </u> ALL</p>		<p><u>  X  </u> ALL</p>	
<p>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)_____</p>		<p>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)_____</p>	
<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.  a. Improve intervention programs and identify pre-</p>		<p>Objective 2.3:   a. A math diagnostic assessment has been</p>	

assessments and formative assessments.			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	
b. Develop mentoring programs for students to connect to adults.			b. This objective was not addressed and requires additional design and planning for 2015-16 to include counselors and ERMS Therapist	
c. Create a Summer Bridge program for students to build prerequisite skills.			c. A summer Math Bridge program was offered to incoming 9th grade students. More than 300 students participated in the program last summer.	
d. Incorporate writing across the curriculum in daily instruction.			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 & 9.	
e. Provide staff development for teachers to implement writing across the curriculum.			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.	
f. Create opportunities for teachers to use practical applications (LEGO NXT Kits), build relevance and student engagement through professional development.			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.	
Scope of service:	District wide		Scope of service:	District wide
<u>  X  </u> ALL			<u>  X  </u> ALL	



d. Counselors will work with students on an annual basis on Career/Academic Planning.			<u>Special Education</u> Students with disabilities age 16 years or older were administered one or more career assessment, interview, or questionnaire 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 during annual IEP's to develop independent transition goals.  d. Counselors met with students at least one time to review their four-year academic plan, A-G completion, and implement remediation if needed.	
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 2.5 Increase the percentage of high school juniors having passed the ELA and Math components of the Early Assessment Program (EAP) by 3% annually:  a. Increase Dual Enrollment offerings.			Objective 2.5  a. In 2014-15 Dual Enrollment student participation was at 244 students; for 2015-16 it increased to 446.	

		Dual Enrollment	
		2015-2016	446
		2014-2015	244
		2013-2014	226
b. Increase the number of Integrated Math III sections.		Currently, the following courses are offered:	
		<ul style="list-style-type: none"><li>English 101 /Freshman Composition</li><li>English 103/Critical Thinking &amp; Writing</li><li>Math 105/College Algebra</li><li>Math 110/Pre Calculus</li><li>Geography 101/Physical</li><li>Geography 106/Climate and Weather</li><li>Physics 100/Conceptual Physics</li><li>Physics 101/Energy &amp; Motion</li><li>Legal Assistant 101</li><li>Legal 124 Immigration Law</li></ul>	
		In addition, the following courses will be offered in 2016-17:	
		<ul style="list-style-type: none"><li>ASL 100,101</li><li>Political Science 101</li><li>Geography 102</li><li>Geography 111</li><li>Legal 104 Law Office Management</li><li>Legal 105 California Civil Law</li><li>Legal 107 Research and Writing</li></ul>	
		Minimum qualifications for a Dual Enrollment teacher is a Masters Degree in the content area and must be vetted by the college faculty.	
		b. The district did not offer any sections of Integrated Math III during 2015-16. All students that completed Integrated Math II or equivalent were placed in Algebra 2 or higher.	



<p>c. Increase opportunities for students to earn college credit through local CC/UC/CSU</p>		<p>c. Students earned college credits through:</p> <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>202 more students enrolled in Dual enrollment courses in the 2015-16 school year and an increase of 833 in AP participation</p> <p>For 2015-16 collaboration occurred with MSJC CAL PASS/CATEMA, a data collection process for tracking students completing CTE, DE courses, and college enrollment.</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 17% from 2013-14 to 2015-16.</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 established multiple agreements with CSU's and MSJC. The agreement with CSU include CSU San Marcos that allows any senior meeting A-G requirements and a minimum Grade Point Average will gain acceptance into the university. The agreement with MSJC allows students completing remedial college courses</p>	<p>AVID Expenditures: \$539,984</p> <ul style="list-style-type: none"> <li>• Tutor Cost</li> <li>• Field Trips</li> <li>• Materials &amp; Supplies</li> </ul>

			in high school will be admitted to MSJC at credit bearing level.		
For Foster Youth: a. Improve school attendance, reduce truancy and chronic absences; increase compliance with state law.			a. Foster attendance rates have declined from the 2013-2014 school year to the 2015-2016 school year.  <u>Foster Attendance Rates:</u> <b>2013-2014</b> 91.82% <b>2014-2015</b> 90.25% <b>2015-2016</b> 89.90%		
Scope of service:	District wide		Scope of service:	District wide	
__ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			__ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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		Changes to Actions and Services/Scope of Services for 2016-17: <ul style="list-style-type: none"> <li>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, immediate</li> </ul>			

and/or changes to goals?	<p>remediation and courses of their choice as defined and designed by school site needs.</p> <ul style="list-style-type: none"> <li>• All 8<sup>th</sup> grade, 10<sup>th</sup> grade, and on track for A-G 11<sup>th</sup> grade students will be taking the PSAT, to evaluate their college readiness potential.</li> <li>• Each high school is focused on expanding on CTE and Dual Enrollment opportunities.</li> <li>• New courses and revised courses implemented to provide more options for students to complete A-G requirements.</li> <li>• Implementation college and career readiness tool for ongoing college and career exploration with milestones for each grade level.</li> <li>• CAHSEE is no longer being administered, will be using EAP (Early Assessment Program) as a measurement for college and/or conditional ready.</li> <li>• Maintaining (3) College &amp; Career High School Counselors</li> <li>• Maintaining consultant contact for A-G audits for all students</li> <li>• 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.</li> </ul>
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			Sports Participation Rate 2014-15 Baseline Data				
			Year	Male Teams	Female Teams	Male Participants	Female Participants
			14-15	57	60	1522	1013
			15-16	Pending	Pending	Pending	Pending
			<u>Special Education</u> Severely handicapped and moderate/severely handicapped special education students participated in a 5-hour Sports Challenge. The number of special education students participating in this event continues to increase each year. The numbers of Special Ed students who participated in the Sports Challenge for the past three years are as follows:  2014--42 2015--48 2016—52  This event continues to grow in popularity and student participation.  b. As of May 18, 2016, there has been a decrease in the # of incidents requiring suspension in the Perris Union High School District in comparison to the 2014-15 school year. During the 2015-16 school year, there was an increase in the # of suspensions for bullying and violence. Additionally, suspensions for drug related offenses decreased along with the district's truancy rate. Finalized numbers for each of these data outcomes are pending.				
Years	Suspensions	Truancy Rate	Bullying	Drug Use	Violence		

b. Reduce incidents of bullying, drug use, violence, and trancies and suspensions/ expulsions by 10% on all campuses.

			2012-13	1851	62.94	36	279	420
			2013-14	1492	72.97	30	147	314
			2014-15	1172	65.44	43	172	297
			2015-16	1146	na	45	150	335
			<i>Note: 2015-16 outcomes are unofficial estimates based on May 18, 2015 data reports.</i> <i>*n/a data is not available at time of report</i>					
			Special Education					
			In January of 2016, the special education department hired 9 additional Para educators to further support classroom instruction. In efforts to further support special education students, staffing in the special education department is increasing for the 2016 – 2017 school year. The special education department is adding one more school psychologist, one more speech and language therapist and two administrative program specialists. The intent of these new hires is to improve all areas of student performance as well as compliance on each student's individual IEP.					
			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 2015-16 school year.					
			d. The middle school dropout rate decreased by more than 5% during the 2014-15 school years in comparison to the 2013-14 school year. The high school dropout rate decreased from 12.4% to 9.7% for the 2014-15 school years.					
	c. Maintain facilities per Williams compliance							
	d. Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.							

			2013-14	1.1	12.4
			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	10.8	17.6	16.4	n/a	8.9
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*

There was a decrease in the chronic absenteeism rate for the 2015-16 school years. Additionally, during the 2015-16 school years, the chronic absenteeism rate has decreased for all focus groups with the exception of foster youth.

	District	SES	EL	SWD	Foster	AA
2015-16	19.4	20.2	22.5	27.5	33.9	22.4
2014-15	26.10	28.2	30.5	34.9	29.5	32.6
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
			<i>Note: Chronic Absenteeism is calculated by the percentage of students who have been absent ten percent or more school days in one year. 2015-16 outcomes are unofficial estimates based on current data as of May 18, 2015</i>						
			<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.						
			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.						
			In January of 2016, PUHSD implemented a new academic service continuum for Special Ed services designed to help more students pass core, academic classes and graduate with a high school diploma. This continuum is called Specialized Academic Instruction (SAI). During the first semester of implementation, the D/F percentage for all special education students decreased by 9% in core, academic classes.						
LCAP Year: 2015-16									
Planned Actions/Services				Actual Actions/Services					
			Budgeted Expenditures					Estimated Actual Annual Expenditures	
Objective 3.1 Increase the number of students participating in after			Maintenance and expansion of	Objective 3.1:					



<p>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>connections:</p> <p>\$35,000 (TI) \$331,225 (S3) \$148,453(ASES)</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 was replaced by two community agencies to provide anger management and substance abuse prevention groups at all school site throughout the district. These groups are currently operating at all school site (PHS, HHS, PVHS, PMS, Academy and PLHS) providing support services for students in high school and middle school. These groups cover topics ranging from anger management and drug prevention. Individual students are assigned to these groups when they are suspended or at-risk of being suspended for a specific behavior.</p> <p><u>Special Education</u> As of the 2014-2015 school years; all 4 comprehensive schools have Educationally Related Mental Health Services (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, Boys Town 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. The number of students</p>	<p>\$25,600 (TI) \$599,616 (21<sup>st</sup> ASSETS) \$104,464 (ASES)</p>
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		seen by ERMHS therapists in 2015-2016 has increased. For 2015-2016, the ERMHS therapists saw 384 students. Because funding for ERMHS therapists is 100% from state, mental health funds, ERMHS therapists on see Special Ed students who are determined to have mental health challenges on their caseloads. ERMHS therapists work with a small number of general education students in their support groups, however, their support groups must be comprised of a majority of special education students.	
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 3.2 Reduce incidents of bullying, drug use, violence, and trancies and suspensions/expulsions by 10% on all campuses:  a. Develop a district wide system to identify, assist and monitor students who demonstrate behavioral challenges.		Objective 3.2:  a. Administrators that oversee PBIS attended multiple trainings to support the development of Tier II and Tier III interventions for students demonstrating behavior challenges. Additionally, site administration has continued to meet in job alike meetings in order to continue to build and support effective implementation of PBIS at all school sites. The majority of all school sites are currently in their third year of implementation of PBIS with exception of Pinacate Middle School. Pinacate Middle school is currently in its fourth year of implementation of PBIS.	Safe & Secure Learning Environment: \$175,508 <ul style="list-style-type: none"> <li>• SST Online</li> <li>• PBIS</li> <li>• Restorative JusticeTraining</li> </ul>

		<p>Additionally, the district provided Anti-Bullying and Harassment training for 40 administrators on September 28, 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. For the 2016-2017 school years, the special education department will continue training all staff in secondary transition planning, instructional delivery for Special Ed students and all areas of IEP compliance.</p> <p>Each month, the Director of Special Ed and Coordinator of Special Ed conferenced with special education leadership staff at every school site a minimum of one time per month. A variety of topics were discussed including IEP compliance, instructional strategies and supports that could be used to assist special education students with behavioral and attendance challenges.</p> <p>For the 2016-2017 school year, the special education department will lead the trainings for the entire school district regarding exposure and implementation of Boys Town training to address classroom and schoolwide culture and behavioral strategies. The 4 PUHSD ERMHS therapists are trained as Boys Town, trainer of trainers &amp; will continue working with staff to spread the use of Boys Town strategies.</p>	
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<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>b. The district developed a Student Discipline Guidelines and Procedure Manual for all administrators. Additionally, several school sites have developed student behavior matrices to teach positive expectation to all students on campus. There is currently a need district wide for school sites to continue to continue with the exploration of multiple ways to train and teach expected positive behaviors to all students on campus. .</p> <p>c. The district continued with the implementation of Positive Behavior Interventions and Supports at all schools in the PUHSD. All comprehensive school sites also facilitated several PBIS meetings, which included teachers, administrators and classified staff members. To support school sites in the process of implementing PBIS, there were several PBIS collaborative meetings scheduled at the district office to support 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. Additionally, a representative from RCOE visited each school site to provide training for staff in order to increase the awareness of Restorative 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. The district continued with the implementation of 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.</p> <p>b. The district has established Friday Night Live Coordinators at all school sites throughout the</p>	

		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 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. The district hired two additional staff member (Attendance Specialist) to support students demonstrating chronic absenteeism.</p> <p>b. All counselors in the Perris Union High School District received training during the month of September regarding the rights of foster youth and also the process of conducting AB 167 conferences for juniors and seniors in foster care.</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. During the 2015-2016 school year, the special education department continued The special education department continued recruiting parents who served as surrogate parents when necessary.</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. The special education department continues to educate staffs</p>	<p>Attendance Support: \$78,315</p> <ul style="list-style-type: none"> <li>• Attendance Specialist (2)</li> <li>• Attendance incentives</li> </ul>

			<p>about laws and services that support foster students who are in special education by disseminating current information as it becomes available.</p> <p>IEP meetings occur annually for all students in special education or as requested by parents, students or staff members. The special education department knows to enroll all special education foster students in school within 48 hours.</p>	
Scope of service:	District wide		Scope of service:	District wide
__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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>Changes to Actions and Services/Scope of Services for 2016-17:</p> <ul style="list-style-type: none"> <li>• Due to the significant number of students demonstrating chronic absenteeism, the district will contract with Attention 2 Attendance to improve attendance district wide. Additionally, 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.</li> <li>• Additionally, the district will enhance supports for PBIS by partnering with RCOE to provide support and coaching to each school site. These services will include training for site teams, coaching PBIS Leads, and also professional development for district administration.</li> <li>• Due to the disproportionality in suspensions for our African American students and also our Student with Disabilities (SWD) the district will provide training on cultural competency to district staff. This training will be conducted at our beginning of the year staff development and will include site based learning opportunities throughout the school year.</li> <li>• 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.</li> </ul>		



b. Increase parent capacity and participation in their child's education by 10% annually.

views.

- Haiku parent accounts: 361 unique parent accounts, 4891 visits
- Professional Development for Parents
  - School Site Council Training
  - SDSU Parent Center
  - Parent Institute for Quality Education (PIQE)
  - Family Involvement Network (FIN)
  - Parent Engagement Leadership Initiative (PELI)
- Infinite Campus Portal
- NEW Classified Position: Community Outreach Specialist
- Increased Mental Health services for students and families
- Latino Family Literacy
- Parent University
  - MSJC Parent Literacy/Citizenship
- Parent Advisory: AAPAC, DELAC, ELAC, SSC, Business Advisory Committee BAC

Districtwide Parent Participation	
2015-16	9,766
2014-15	8,610

2015-16	9,766
2014-15	8,610

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



			<ul style="list-style-type: none"> <li>• Scholar+ with district web address and access</li> <li>• Community events: Health Fair, Wellness Program, College &amp; Career Fairs</li> <li>• Invite businesses to school events</li> <li>• Connecting businesses through Job Shadowing, Internships, and Senior Portfolios</li> <li>• Business mentors, job presentation</li> </ul>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p><b>Objective 4.1</b> 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><b>Objective 1.4:</b></p> <p>a. District personnel utilize 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 truanancies. 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</p>	<p>Parent Communications: \$258,450</p> <ul style="list-style-type: none"> <li>• ParentLINK App</li> <li>• Blackboard Connect</li> <li>• WiFi Access points</li> </ul>

			<p>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 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. The special education department uses Twitter as one form of communication with staff re: current laws and developments in special education. The use of Twitter as a form of communication with staff will continue in the 2016-2017 school year.</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. During the 2015-2016 school years, four special education staff members were recognized by CAC for their outstanding achievements to special education students. The PUHSD parent representative to CAC is now an elected cabinet member of CAC. One parent served as the PUHSD CAC member; a different parent will represent PUHSD at the CAC meetings in the 2016-2017 school years.</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	



<p>d. Conduct Parent Interest Surveys.</p>		<p>d. Key Findings from Survey:</p> <ul style="list-style-type: none"> <li>• <b>According to parent and staff respondents, the largest issues in PUHSD schools are drug use, truancy, and bullying.</b> In comparison, students cite truancy (71%), drug use (59%) and suspensions/expulsions (53%) (but not bullying) as the most pressing issues in their schools.</li> <li>• <b>Respondents are generally satisfied with school resources.</b> Students (94%), staff (100%), and parents (92%) believe that schools have the technology and other resources (90%, 88%, and 88%, respectively) that students need to learn. Students are also satisfied (92%) with the academic help offered to them before, during, and after school.</li> <li>• <b>College fairs are the best received school service.</b> The majority of students (52%), staff (80%), and parents (61%) are satisfied with school college fairs, though staff members are more satisfied with the fairs than students. Students and parents are <i>least</i> satisfied with internship opportunities (30% students satisfied, 28% parents satisfied) and job shadowing (31% students satisfied, 27% parents satisfied) opportunities.</li> <li>• <b>All stakeholder groups cite email as their most preferred form of communication with PUHSD.</b> Students (78%), staff (70%), and parents (86%) state that email is the best way to communicate with them, followed by text messaging (30%, 40%, and 42%, respectively). Respondents are generally satisfied with PUHSD's current use of email services (77% parents satisfied, 79% students</li> </ul>	
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		<p>satisfied, and 89% staff satisfied).</p> <p><b>PARENT SURVEY RESULTS:</b></p> <ul style="list-style-type: none"><li>• <b>Parents are most likely to agree that their children’s schools are clean (89%), that their children feel safe at school (88%), and that the school sets high expectations for student behavior (86%).</b> Sixty-five percent of parents believe that the district communicates effectively with parents.</li><li>• <b>While most parents (77%) think that PUHSD encourages parents to be involved in their children’s education, only about half (55%) of parents believe that PUHSD provides them with the resources they need to help their children learn.</b> Additionally, less than half of parents (44%) believe that the school involves parents when making decisions about school programs.</li><li>• <b>Sixty-six percent of parent respondents believe that the PUHSD provides the services families need.</b> However, most parent respondents are not familiar with any family support services (86%) such as the marriage family therapist, mental health counselor, or parent workshops. Most parents who have experience with mental health counselors (n=11) and who rated the quality of the service believe the experience was very good or excellent (64%). Of those who have experience with parent workshops (n=31) and who rated the quality of the service, 48 percent believe the experience was very good or excellent. Parents would most like to see workshops on college preparation (55%), school safety (21%), and Infinite Campus (17%).</li></ul> <p><b>STAFF SURVEY RESULTS:</b></p> <ul style="list-style-type: none"><li>• <b>Staff respondents believe the schools are</b></li></ul>	
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		<p><b>strongest in fostering peer-to-peer relationships (88%; n=8) among students and in keeping the school clean and in good condition (82%; n=11).</b> Only 67 percent of staff respondents (n=6 out of 9) believe the school has high expectations for student behavior.</p> <ul style="list-style-type: none"> <li>• <b>Staff members are less satisfied with the district's level of communication and support to parents and community members.</b> Only 38 percent (n=3 out of 8) of staff respondents believe that PUHSD communicates effectively with community members and 33 percent (n=3 out of 9) believe that PUHSD communicates effectively with parents. Although 67% (n=6 out of 9) of staff believe that PUHSD encourages parents to participate in their children's education, only 38% (n=3 out of 8) of staff believe that PUHSD provides the resources and training parents need to help their children learn.</li> </ul> <p><b>STUDENT SURVEY RESULTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Nearly all student respondents believe that their schools are welcoming to parents (91%) and community members (88%).</b> However, students are <i>less likely to agree</i> that their school is clean and in good condition (63%). Students generally believe that their school has high expectations for student behavior (87%).</li> <li>• <b>The majority of students (83%) agree that they feel safe at school.</b> However, almost half or more of all students indicated that bullying, violence; drug use, truancy/absenteeism, and suspension/expulsion were issues to some extent at their school. Students were more likely to indicate that truancy/absenteeism and drug use (71% and 59%, respectively) were</li> </ul>	
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e. Support Services for families (Social Worker, Marriage Family Therapist, and Mental Health Counselors)

issues to some extent at their school, compared to other issues like violence or bullying (48% and 45%, respectively).

- **Family vehicles are the primary mode of school transportation used by students.**

Student respondents arrive at school primarily through a family vehicle (69%), carpool (15%), or school bus (13%). The same forms of transportation are used to get home after school (68% family vehicle, 16% carpool, 14% school bus). Distance (73%), time (54%) and weather (37%) are the issues that most commonly impact students' decisions to not walk or bike to and from school.

#### Survey Sample Size

Students 1656	1643	English
	13	Spanish
Staff 17	14	English
	3	Spanish
Parents 377	359	English
	18	Spanish
Community 4	4	English
	0	Spanish

#### e. Special Education

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. In efforts to further support special education students and staff, PUHSD has hired 4 additional positions that will be in place for the 2016-2017 school years. These positions include: 2

			administrative Program Specialists, 1 Speech & Language Therapist and 1 School Psychologist.	
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 4.3 Increase business and community participation by 10% annually: a. Building school partnerships (kiosk) Scholar with district web address and access.  b. Community events: Health Fair, Wellness Program, College & Career Fairs  c. Invite businesses to school events.  d. Connecting businesses through Job Shadowing, Internships, and Senior Portfolios			Objective 4.3  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.  b. Heritage HS sponsored a districtwide College and Career Fair, over 60 vendors from various UC/CSU and community colleges, military, private colleges. Over 2000 students, parents and community members were in attendance.  c. Heritage HS and Perris HS conducted Senior Interviews with over 25 business representatives, school administrators, and teachers.  Guest speakers frequent various classrooms throughout the year and work directly with teachers and site administration.  d. Bank of America, Edison, paid internships with collaborative partnership with Think Together. Work Experience Education (WEE), Exploratory WEE,	



e. Business mentors, job presentation			e. Community business have participated in district College & Career Fairs as well as guest speakers throughout the year in a variety of classrooms with teachers.		
For low income pupils, English learners (RFEP), foster youth: 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.			a. Parent workshops/trainings/ conferences through site, district and RCOE offerings that included: PIQE, Family Literacy, Coffee w/Administrator, College/Career Fairs; orientations, computer literacy, health & wellness, parent consultations, family therapy sessions, referral services, SST.  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	
__ALL			__ALL		
OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __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?		Changes to Actions and Services/Scope of Services for 2016-17: <ul style="list-style-type: none"> <li>• Expand Adult Education offerings</li> <li>• Expand MSJC - Citizenship &amp; ESL to multiple sites</li> <li>• Increase # of parents in CAC-SELPA</li> <li>• Increase family support services from ERMHS Therapist to include: increase family counseling and intervention support meetings</li> <li>• Implement TEACHER PARENT ENGAGEMENT WORKSHOP: a six-hour teacher workshop to help teachers and counselors review current research on parent involvement and its impact on student achievement. The workshop helps teachers and counselors develop skills to increase meaningful parent involvement.</li> <li>• Implement FAMILY FINANCIAL LITERACY EDUCATION PROGRAM: This program generally imparted in partnership with various financial institutions to provide parents with essential basic money management</li> </ul>			

skills such as budgeting, setting financial goals, and establishing as well as maintaining lines of credit.

- Hire the Community Engagement Specialist
- Increase parent access to resources: One-Stop Shop- Information Canopy

**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 schoolsite 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	\$16,407,944
<p>All funds are being expended on a districtwide basis, focusing on the unduplicated pupils.</p> <ul style="list-style-type: none"> <li>Professional development to continue to build capacity amongst all staff in: <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs) <i>"Learning by Doing", Richard DuFour and Rebecca DuFour, 2010</i></li> <li>Navigating Differences: Cultural relevance training <i>The Navigating Difference Training is presented by Oregon State University Extension in conjunction with and with permission from the Board of Regents, Washington State University. The Navigating Difference Part One curriculum is adapted from the work of Mary Katherine Deen, Melynda Huskey, and Louise Parker of WSU Extension and Stella Ting-Toomey of California State University, Fullerton.</i></li> <li>Center for Teacher Innovation (CTI) <i>High quality professional learning opportunities that improve teaching skills, with a focus on cultivating the educational environments students need to meet their college or career goals and enter a global workforce as successful contributors to society.</i></li> <li>AVID Summer Institute to provide teachers with instructional strategies engaging all students in the instructional process.</li> </ul> </li> <li>AVID program for secondary students to develop organizational and academic skills to ensure career and college readiness.</li> <li>Districtwide implementation of Positive Behavior Intervention &amp; Supports (PBIS) <b>Primary Prevention Tier of School-wide Positive Behavior Support</b>, Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., &amp; Esperanza, J. (2009). <i>A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools</i>. Journal of Positive Behavior Interventions, 11(3), 113-144.</li> <li>Maintain college and career readiness activities that prepare students to meet A-G, graduate from high school, and pursue post-secondary options.</li> </ul>	

- District ELA/ELD Teacher on Special Assignment to provide instructional support and professional development for staff to improve instructional strategies and increase student achievement focusing on ELD and ELL students.
- Extended instructional supports for students.
- Increase instructional minutes to allow student's greater access to academic and enrichment opportunities.
- Extended learning opportunities for students to meet graduation requirements: Summer School remediation/acceleration
- Funding to expand Career Technical Education pathways to include but limited to: Automotive, Engineering, Agriculture, Bio Medi
- Instructional Technology Support:
  - Increased WiFi access
  - Chromebooks for every student
  - Learning Management System (Haiku)
  - Site level Technology Technicians (3)
  - Site level Technology Teachers on Special Assignment (TOSAs) (4)
  - Training in the use Social Media: Tweeter, Facebook, YouTube, Instagram, Parent LINK App, Google Education
- Expand Makerspace/STEM facilities across the district
- Purchase state adopted instructional materials to address student academic achievement across all content areas
- Reduce class size for ELD levels 1-4, focusing on language acquisition and development
- Develop an Attendance Task Force to explore strategies to improve attendance
- Implementation of Attention2Attendance to track and monitor students chronically absent from school.
- Employed 2 Attendance Specialist to track and follow up on habitually truant students.
- Develop attendance data dashboards to track and monitor attendance indicators throughout the school year

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 21.03%. The expenditures are 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.

21.03	%
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All expenditures in Sections 2 are aligned with the goals and address the needs of our district's English learners, low-income students and foster youth. Our students will have all necessary interventions when necessary. These will include before and after school programs, content support, classroom integration and materials, programs to support career and college readiness,

The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 21.03%. Services for targeted focus groups include:

- Increase 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.
- Specific staff development to assist teachers to modify and individualize instructional programs in support of low-income, foster, English learners.
- 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.
- Provide professional development for all staff focusing on navigating cultural differences.
- Continue to implement Positive Behavior Intervention & Supports (PBIS) districtwide.
- Build stronger relationships with students by increasing alternative behavior interventions, restorative practices, counseling and mental health services.

## ***Educational Acronyms***

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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
GAFE	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).