

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Union High School District

CDS Code: 33 67207 0000000

School Year: 2025-26

LEA contact information:

Dr. Shanna M. Egans

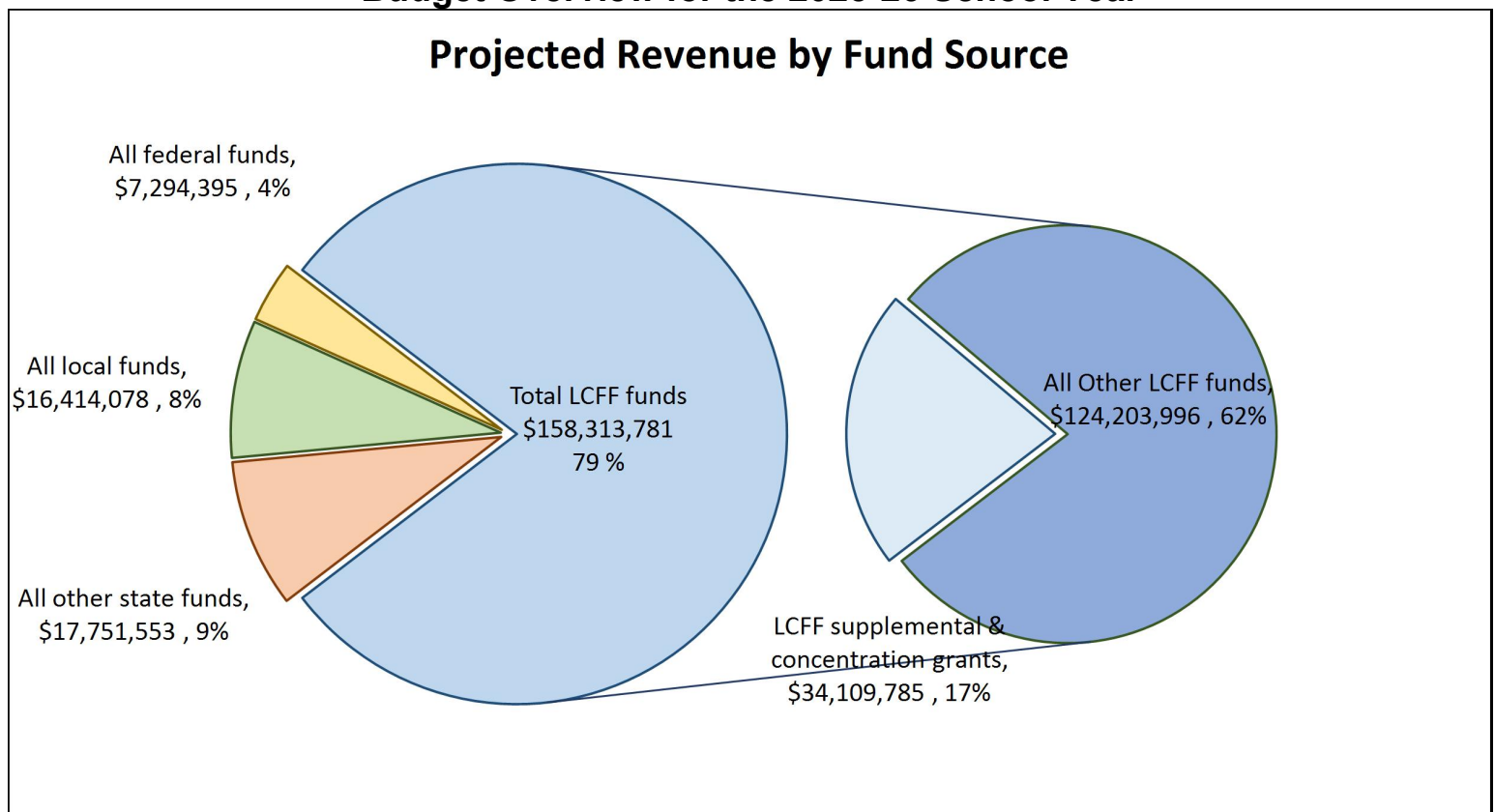
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

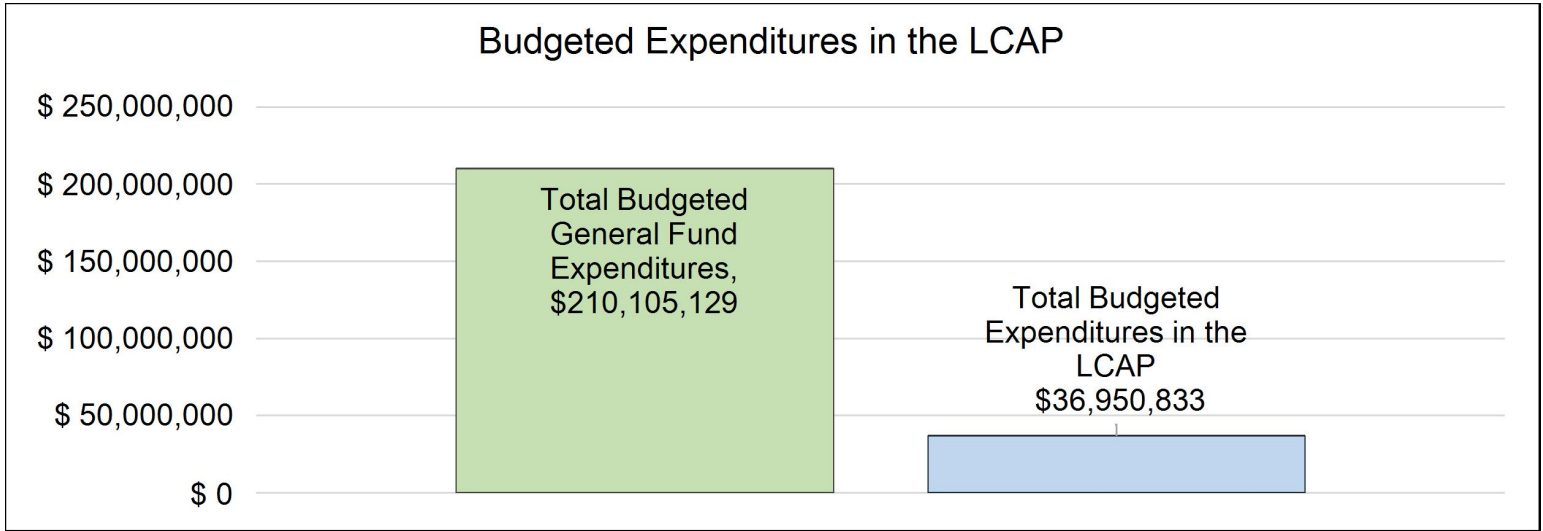


This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Union High School District is \$199,773,807, of which \$158,313,781 is Local Control Funding Formula (LCFF), \$17,751,553 is other state funds, \$16,414,078 is local funds, and \$7,294,395 is federal funds. Of the \$158,313,781 in LCFF Funds, \$34,109,785 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Perris Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Perris Union High School District plans to spend \$210,105,129 for the 2025-26 school year. Of that amount, \$36,950,833 is tied to actions/services in the LCAP and \$173,154,296 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating cost that are not included in the LCAP: contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other materials/supplies necessary to operate the school district. Also includes: \$22,820,590 of the Special Education Contributions and \$6,133,121 Maintenance Contributions.

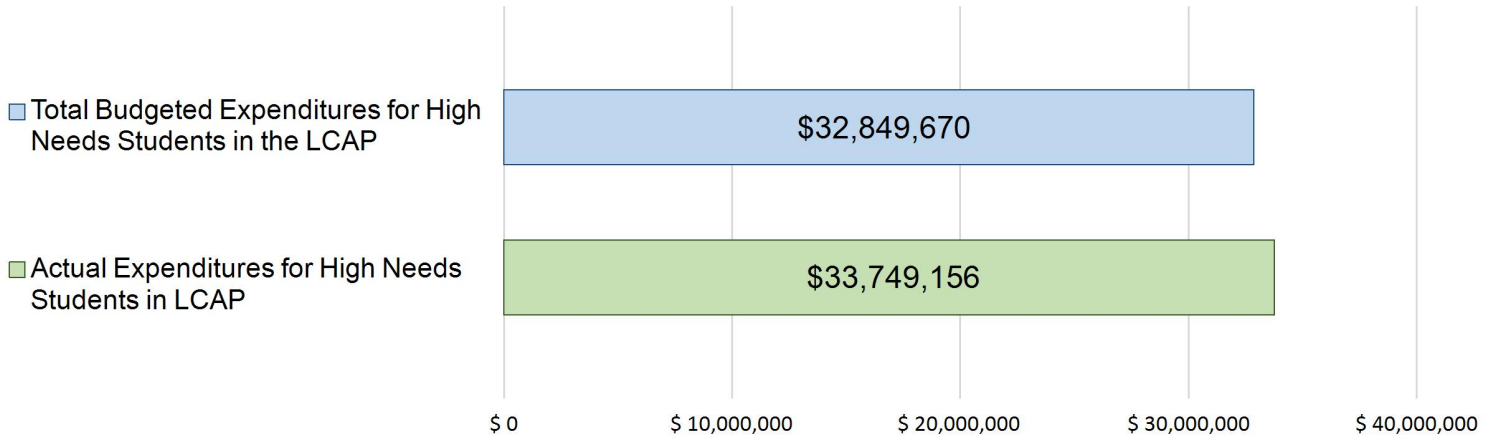
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Perris Union High School District is projecting it will receive \$34,109,785 based on the enrollment of foster youth, English learner, and low-income students. Perris Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Union High School District plans to spend \$34,109,785 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Perris Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Perris Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Perris Union High School District's LCAP budgeted \$32,849,670 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent \$33,749,156 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Union High School District	Dr. Shanna M. Egans Assistant Superintendent, Educational Services	shanna.egans@puhsd.org 951-943-6369 ext. 81102

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Perris Union High School District (PUHSD) serves a diverse community of approximately 11,000 students across four comprehensive high schools, one middle school, two alternative education programs (one continuation, one online academy), one charter school, one adult transition program, and one adult school. PUHSD is committed to preparing all students for post-secondary education, career opportunities, and global citizenship by providing a rigorous and supportive educational experience.

PUHSD’s student population reflects a rich diversity:

Student Groups

- English Learners: 1,557 students (14.2%)
- Foster Youth: 78 students (0.7%)
- Homeless: 463 students (4.2%)
- Socioeconomically Disadvantaged: 8,033 students (73.5%)
- Students with Disabilities: 1,815 students (16.6%)

Race/Ethnicity

- Hispanic: 7,510 students (68.7%)
- White: 1,558 students (14.3%)
- African American: 733 students (6.7%)
- Two or More Races: 527 students (4.8%)

- Filipino: 315 students (2.9%)
- Asian: 161 students (1.5%)
- Pacific Islander: 29 students (0.3%)
- American Indian: 25 students (0.2%)

2024 California School Dashboard Highlights:

Graduation Rate

PUHSD achieved a 94.2% graduation rate, a 2.6% increase from the previous year, earning a Green indicator. Significant gains were observed among African American (+10.6%, Blue), Students with Disabilities (+6.1%), and Homeless students (+12.8%).

Chronic Absenteeism

While the district saw a 6.1% decrease in chronic absenteeism, the rate remains high at 41.8% with a Yellow indicator. Key student groups such as Homeless (57.9%, Red), African American (50%, Orange), and Long-Term English Learners (43.4%, Orange) continue to require targeted supports.

Suspension Rate

Suspension rates improved significantly, declining to 3.4%, which shifted the district from Yellow to Blue. Nearly all student groups showed improvement, including Foster Youth (-6%), African American (-4.8%), and Students with Disabilities (-3.7%).

Academic Achievement

English Language Arts (ELA): Increased by 5.6 points, bringing the average to 31.3 points below standard (Yellow indicator). Notable subgroup gains include Filipino (+36.1), White (+25.6), and English Only students (+9.6).

Mathematics: Increased by 12 points, yet students remain 126.2 points below standard, resulting in an Orange indicator. Students with Disabilities (-205.2), Foster Youth (-203.3), and Long-Term English Learners (-195.7) are in the Red zone.

College and Career Indicator: 34.4% of students are considered prepared, an increase of 2% (Yellow indicator). Filipino (+14.5%, Blue), African American (+12%, Green), and Students with Disabilities (+3.3%) demonstrated strong improvement.

English Learner Progress (ELPI)

Only 40.6% of English Learners made expected progress toward English language proficiency—a 5.3% decline—placing PUHSD in the Orange performance level.

Differentiated Assistance Status

PUHSD is identified for Differentiated Assistance under California's System of Support due to the performance of specific student groups in key indicators, including:

Long Term English Learners: ELA, Math, and CCI

Homeless: ELA, Math and Chronic Absentee

In response, PUHSD is collaborating with the Riverside County Office of Education (RCOE) and internal leadership teams to implement evidence-based strategies aimed at addressing systemic inequities, accelerating student achievement, and supporting the whole child.

Equity Multiplier Schools

In alignment with Assembly Bill 2774 and the California Department of Education’s Equity Multiplier initiative, the following PUHSD schools qualify as Equity Multiplier schools for 2024–25 based on unduplicated pupil percentages and state accountability indicators:

Perris Lake High School
Scholar Plus Online Academy

These sites will receive additional funding and support aimed at increasing opportunities and outcomes for historically underserved student groups. PUHSD is strategically leveraging Equity Multiplier resources to implement expanded academic supports, increase access to mental health and wellness services, and enhance culturally responsive teaching practices.

COMMITMENT TO CONTINUOUS IMPROVEMENT

PUHSD remains steadfast in its commitment to equity, access, and continuous improvement. Through data-driven decision-making, stakeholder engagement, and targeted investments, PUHSD continues to close opportunity gaps, elevate student voice, enhance wellness systems, and improve academic outcomes for all learners.

The 2025 LCAP update reflects PUHSD’s sharpened and responsive focus on:

- Increasing student achievement in both ELA and Mathematics, with targeted support for historically underserved student groups.
- Decreasing chronic absenteeism through improved monitoring, site-based interventions, and the addition of a dedicated district-level Attendance Coordinator.
- Maintaining a laser focus on improving student attendance to ensure equitable access to education and resources—recognizing that consistent attendance is a critical driver of academic success.
- Strengthening supports for English Learners, with greater integration of designated and integrated ELD, enhanced coaching, and use of platforms like Ellevation.
- Promoting safe, inclusive, and restorative school environments through multi-tiered systems of support, site-based Wellness Centers, and reductions in suspension rates.

- Expanding parent and community engagement through the work of site-based Bilingual Community Liaisons, multilingual communications, and capacity-building workshops aligned with LCAP priorities.
- Strengthening systems that support students in dual enrollment and early college credit opportunities, ensuring alignment, access, and guidance to help students reach postsecondary milestones while still in high school.
- Enhancing access, completion, and alignment of Career Technical Education (CTE) pathways, with a focus on labor market relevance and industry certification readiness.

These priorities are shaped by ongoing consultation with students, families, staff, bargaining units, community partners, advisory groups (PAC, DELAC, AAPAC, School Site Councils), and the PUHSD Board of Trustees. As PUHSD enters Year 2 of the three-year LCAP cycle, the district will maintain its focus on coherence, equity, and sustainability—ensuring that every investment is aligned to outcomes that benefit all learners.

In collaboration with our Educational Partners, the following four LCAP goals were reviewed and will continue to guide the District’s actions and services:

- Goal 1: All students will attain grade level proficiency in English Language Arts and Mathematics.
- Goal 2: All students will graduate from high school prepared for post-secondary and career options.
- Goal 3: All departments and sites will provide a safe and positive environment for all students and staff.
- Goal 4: Secure and strengthen home, school, and community connections and communications.

Aligned to the District’s mission to empower students to become lifelong learners who positively impact their communities and the world, the 2025 LCAP builds upon foundational successes while embracing continuous growth and responsiveness to student needs.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Perris Union High School District (PUHSD) continues to make notable strides toward achieving its Local Control Accountability Plan (LCAP) goals. Key successes during the 2023–24 school year include:

1. Increased Graduation Rates

Perris Union High School District (PUHSD) demonstrated a significant gain in its graduation outcomes, achieving a 2.6% increase in the overall graduation rate and reaching 94.2%. This improvement elevated the district to a Green performance level on the California School Dashboard. The increase is a reflection of deliberate districtwide efforts to expand access to credit recovery programs, implement targeted academic interventions, and enhance college- and career-readiness pathways through initiatives such as AVID, Career Technical Education (CTE), and dual enrollment partnerships. These strategies collectively provided students with greater opportunities to succeed and meet graduation requirements.

2. Reduction in Suspension Rates

PUHSD achieved a notable reduction in student suspension rates, decreasing the overall rate to 3.4%—a 3% drop that shifted the Dashboard indicator from Yellow to Blue. This progress resulted from the district’s commitment to fostering inclusive and supportive school environments through the implementation of restorative practices and the expansion of student wellness supports. Site-level Alternatives to Suspension (ATS) programs were strengthened, while schools emphasized Positive Behavioral Interventions and Supports (PBIS) to proactively address student behavior through relationship-building and conflict resolution. Professional development provided to site administrators and counselors in October 2024 focused on these frameworks, including training on Section 504, further contributing to the success of the initiative.

3. Growth in English Language Arts Achievement

The district recorded a 5.6-point increase in English Language Arts (ELA) performance, narrowing the gap toward meeting the state standard to 31.3 points below. This growth is attributed to focused professional development efforts centered on evidence-based literacy instruction, the integration of designated and integrated English Language Development (ELD) strategies, and expanded intervention supports for students identified as at risk of falling below grade level standards. These targeted instructional investments have strengthened ELA outcomes districtwide and provided more equitable access to academic achievement.

4. Strengthening Best First Instruction and Equitable Practices

PUHSD advanced its instructional quality by deepening its commitment to Best First Instruction and equitable practices. Through collaboration with the Riverside County Office of Education (RCOE), math teachers participated in Communities of Practice tailored to each math course team, fostering peer collaboration and instructional alignment. In addition, both Pinacate Middle School and Heritage High School launched the Measuring Student Learning Project, a districtwide effort to improve grading equity and assessment practices. All school site administrative teams also attended the Professional Learning Communities (PLC) at Work Conference, reinforcing the district’s focus on collaborative teaching and learning frameworks to improve outcomes for all students.

5. Increasing A-G Completion and College Readiness

The district sustained its emphasis on expanding postsecondary readiness by increasing student access to A-G approved coursework and targeted academic support. Credit recovery and advancement opportunities were broadened through online platforms such as Edgenuity and Graduation Alliance, allowing students to make up or accelerate coursework. Furthermore, PUHSD initiated vertical articulation work with its feeder middle schools to align math instruction and bolster student readiness for rigorous high school courses. These efforts support PUHSD’s strategic objective of closing equity gaps in college readiness.

6. Expanding Student Wellness and Alternatives to Suspension Supports

Student wellness remained a cornerstone of PUHSD’s efforts to create safe, supportive school environments. Each comprehensive high school maintained a fully staffed Wellness Center, offering services through Social Workers, Wellness Counselors, ERMHS Behavior Therapists, and ERMHS Substance Abuse Therapists. These multidisciplinary teams addressed students’ social-emotional needs and connected them to appropriate resources. The district also completed its second year of full implementation of Alternatives to Suspension (ATS) programs at all comprehensive high schools, which played a key role in reducing suspension rates while promoting restorative and trauma-informed responses to behavior.

7. Enhancing Family and Community Engagement

PUHSD strengthened its commitment to family and community partnerships through multiple outreach and engagement initiatives. The

District Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP) provided staff, families, and bilingual liaisons with research-based training and monthly virtual site visits to improve family-school collaboration. Interpretation services were expanded to support multilingual parent engagement during workshops offered both in person and online. Families had access to a broad menu of informative sessions including Positive Parenting, Stronger Together, Dual Enrollment Information Nights, and The Parent Project series—each addressing academic success, mental health, attendance, and substance abuse prevention. These offerings, along with PELI/ATP efforts to reinforce the importance of daily attendance, empowered families as partners in improving student achievement.

SPECIFIC 23-24 DATA FROM CA DASHBOARD:

DISTRICT-WIDE SUCCESSES

The 2024 California School Dashboard indicates several areas of academic and behavioral growth for Perris Union High School District:

- Graduation Rate: Increased by 2.6%, reaching 94.2% (Green). Significant gains were observed among:
 - African American students (+10.6%, now Blue)
 - Students with Disabilities (+6.1%)
 - Homeless students (+12.8%)
 - Hispanic students (+2.2%)
 - Socioeconomically Disadvantaged students (+2.7%)

Mathematics: Increased by 12 points overall, with key subgroup improvements:

- Filipino students (+22.7 points)
- White students (+34.9 points)
- Students with Disabilities (+12.5 points)
- Socioeconomically Disadvantaged students (+12.5 points)
- Homeless students (+12.9 points)
- English Learners (+11.9 points)

English Language Arts: Increased by 5.6 points overall, with gains for:

- Filipino students (+36.1 points)
- White students (+25.6 points)
- Asian students (+16.8 points)
- English Only students (+9.6 points)
- Socioeconomically Disadvantaged students (+4.8 points)

Suspension Rate: Decreased by 3%, moving to Blue. Multiple subgroups improved, including:

- African American students (−4.8%)
- Foster Youth (−6%)
- Students with Disabilities (−3.7%)
- Socioeconomically Disadvantaged students (−3%)

College and Career Indicator: Increased by 2%. Notable subgroup growth includes:

- Filipino students (+14.5%, now Blue)
- African American students (+12%, now Green)
- Students with Disabilities (+3.3%)
- Socioeconomically Disadvantaged students (+2.7%)

DISTRICT-WIDE CHALLENGES

Despite several gains, the district continues to face significant challenges that impact overall student achievement and equity:

- English Learner Progress: Dropped by 5.3%, with only 40.6% of English Learners making expected growth (Orange). Long-Term English Learners declined by 6%.
- Chronic Absenteeism: Still at a high 41.8% (Yellow), even though it declined by 6.1%. Subgroups with high rates include:
 - Homeless students (57.9%, Red)
 - African American students (50%, Orange)
 - Long-Term English Learners (43.4%, Orange)

Mathematics Performance: Despite overall growth, students remain 126.2 points below standard (Orange). Subgroups in the Red zone include:

- African American students (-148.4 points)
- Foster Youth (-203.3 points)
- Long-Term English Learners (-195.7 points)

Growth Scores (Informational): Academic growth in both ELA and Math was below typical for all reported student groups, indicating a continued need for targeted instructional supports and intervention frameworks.

Based on the 2024 California School Dashboard data, here is a disaggregated summary of student groups performing at the Red performance level at each school site within PUHSD

Perris High School

- Mathematics: Students with Disabilities (Red)
- English Language Arts: Students with Disabilities (Red)
- English Learner Progress: English Learners (Red), Long-Term English Learners (Red)
- Graduation Rate: English Learners (Red)

Heritage High School

- College/Career: Long-Term English Learners (Red)

- Suspension Rate: Foster Youth (Red)
- Mathematics: Overall (Red)

Paloma Valley High School

- English Language Arts: Students with Disabilities (Red)
- Mathematics: African American (Red)

Liberty High School

- English Language Arts: Students with Disabilities (Red)
- English Learner Progress: English Learners, Long-Term English Learners (Red)

Perris Lake High School (Continuation)

- English Learner Progress: English Learners, Long-Term English Learners (Red)
- College/Career: Hispanic, Long-Term English Learners, SED (Red)

Pinacate Middle School

- English Language Arts: English Learners, Hispanic, Homeless, LTEL, SED, SWD (Red)
- Mathematics - African American, Homeless, LTEL (Red)
- Chronic Absentee - Homeless (Red)
- Suspension Rate - African American, Homeless, SWD (Red)

California Military Institute

- English Language Arts: Long-Term English Learners (Red)
- Mathematics: Students with Disabilities, Hispanic, Homeless, Long-Term English Learners, SED, SWD (Red)

REFLECTIONS: IDENTIFIED NEEDS AND CHALLENGES

Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, input from our Educational Partners, and other information, the Perris Union High School District has identified the following areas of need and focus. While Perris Union High School District (PUHSD) has made measurable progress across several key areas, the 2023–24 California School Dashboard results also highlight persistent challenges that require continued strategic focus:

1. Mathematics Achievement

Mathematics remains a significant area of need districtwide.

PUHSD students scored 126.2 points below standard in mathematics, an increase of 12 points from the previous year, resulting in an Orange performance indicator. This outcome underscores the urgent need to strengthen Tier I instructional practices in mathematics, expand access to targeted intervention supports, and build upon ongoing efforts with math Communities of Practice and vertical articulation with feeder middle schools.

2. Chronic Absenteeism

Chronic absenteeism continues to be a critical barrier to student achievement. The district reported a chronic absenteeism rate of 41.8%, maintaining an Orange performance level overall. Several student groups — including Homeless, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students — demonstrating disproportionately high rates of absenteeism. The most critical of all student groups are Homeless, African American, and Long-term English Learners. PUHSD recognizes that addressing chronic absenteeism requires a multi-tiered approach, including early identification, family engagement, mental health supports, and the expansion of attendance incentives and interventions.

3. English Learner Progress

The percentage of English Learners making progress toward English proficiency is an area of concern.

PUHSD's English Learner Progress Indicator (ELPI) shows that only 40.6% of English Learners made progress toward English language proficiency, placing the district at the Low performance level.

This signals a need for deeper integration of designated and integrated ELD strategies, enhanced teacher professional development, and focused supports for Long-Term English Learners (LTELs) to accelerate language acquisition and academic achievement.

4. Equity and Outcomes for Specific Student Groups

Dashboard data reveal persistent equity gaps for several student groups, particularly:

- Students with Disabilities (academic achievement and chronic absenteeism),
- English Learners (academic progress and absenteeism),
- Socioeconomically Disadvantaged students (academic achievement and attendance).

PUHSD's Differentiated Assistance identification further highlights the importance of continuing targeted support strategies, strengthening data-informed practices, and ensuring resource allocation is aligned to the needs of historically underserved populations.

5. Post-Secondary Readiness Metrics

While PUHSD has improved its graduation rates, there remains a need to increase students' successful completion of A-G requirements, CTE pathways, and dual enrollment opportunities to enhance post-secondary readiness.

The district will continue its efforts to expand access to rigorous coursework, credit recovery, and college and career programs to ensure all students graduate prepared for college and the workforce.

2022-2023 CALIFORNIA DASHBOARD DATA

The prior year, 22-23 Dashboard, revealed that multiple subgroups across the district and school sites performed at a Performance Level of red. To address these significant areas of need, specific goals and actions were incorporated into the LCAP for the 24/25 school year. Each goal and action is denoted in parentheses with the specific action number for clarity.

DISTRICT LEVEL

22-23 California Dashboard Performance Level: RED and DFS

- Math: All students (-138.2) (Action 1.1), SED (-129.7) (Action 1.1), EL (-188.1) (Action 1.3), SWD (-217.1) (Action 1.1), Hispanic (-149.2) (Action 1.1), White (-120) (Action 1.1),
- College and Career Indicator: All students (32.4% Prepared), SWD (Very low: 5.3 Prepared) (Action 2.3)
- Chronic Absenteeism: All students (47.8%), SED +2.7, EL +.05, Homeless +.01, SWD +.09, AA +7.6, Hispanic +1.1 - Action 3.2)

SCHOOL SITES:

HERITAGE HIGH SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

- Math: All Students: (-132) (Action 1.1) SED (-143) (Action 1.1) EL(-210.2) 9 (Action 1.3) SWD (-223.5) (Action 1.1) Hispanic (-143.3) (Action 1.1) White (-132.5) (Action 1.1)
- ELA: EL(-108) (Action 1.3) SWD (-119.6) (Action 1.1)
- College & Career Indicator (CCI): 35.7% Prepared (Action 2.3) SWD (Very Low: 2.6% prepared) EL (Very Low: 8% prepared)
- Suspension Rate: White: 10.6% suspended at least one day (Action 3.4)

PALOMA VALLEY HIGH SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

- Math: EL(-204.1) (Action 1.3) SWD (-215.5) (Action 1.1)
- ELA: EL(-106.4) (Action 1.3)
- Suspension Rate: SWD: 12.8% suspended at least one day (Action 3.4), EL: 12.5% suspended at least one day (Action 3.4)

PERRIS HIGH SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

- Math: All Students: (-172.7) (Action 1.1) SED (-175.2) (Action 1.1) EL(-213.5) (Action 1.3) Hispanic (-171.7) (Action 1.1)
- College & Career Indicator (CCI): 36.9% Prepared SWD (Very Low: 6.5% prepared) (Action 2.3)
- ELPI: EL: 27.4% (Action 1.3)
- Suspension Rate: Foster Youth: 22.6% suspended at least one day (Action 3.4)

PINACATE MIDDLE SCHOOL: The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red

- Math: All Students: (-147.3) (Action 1.1) SED (-148.6) (Action 1.1) EL(-165.9) (Action 1.3) Hispanic (-146.9) (Action 1.1)
- ELA: SWD(-155.3) (Action 1.1)
- Chronic Absenteeism: All Students: 47.2% (Action 3.2) SED: 47.8% (Action 3.2) EL: 43% (Action 3.2) Homeless: 53.6% (Action 3.2) SWD: 55.8% (Action 3.2) African American: 58.5% (Action 3.2) Hispanic: 46.1% (Action 3.2)

PERRIS LAKE HIGH SCHOOL: The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red

- College & Career Indicator (CCI): Very Low (Action 2.3) All Students: .5% Prepared (Action 2.3) EL: 0% (Action 2.3), Hispanic: .7% (Action 2.3), Homeless: 0% (Action 2.3) SWD 0% (Action 2.3) SED: .6% (Action 2.3)
- Suspension Rate: African American: 14.3% suspended at least one day (Action 3.4)

SCHOLAR+:

- College & Career Indicator (CCI): All Students: 9.6% Prepared (Very Low) (Action 2.3)
- Graduation Rate: All Students: 65.4% (Action 2.3)

Learning Recovery Emergency Block Grant

The Learning Recovery Emergency Block Grant (LREBG) funds have been strategically allocated to support PUHSD's implementation of Alternative to Suspension (ATS) and restorative practice programs under LCAP Goal 3, Action 3.5. This action aligns with the allowable uses outlined in Education Code §32526(c)(2), which authorizes expenditures that support learning recovery through integrated pupil supports and efforts to improve school climate and student well-being. The district's continued investment in these supports was informed by a comprehensive needs assessment that identified school climate, student behavior, and social-emotional well-being as priority areas requiring sustained intervention. PUHSD has unexpended LREBG funds for the upcoming 2025–26 school year and will continue to address these identified needs through targeted implementation of evidence-based practices.

Need Addressed:

- Suspension rate now 3.4% (Blue), indicating success of these efforts
- Suspension rate at Pinacate Middle School (Red - African American, Homeless, SED), Heritage (Red - Foster),
- Targets students with high chronic absenteeism (e.g., Homeless at 57.9%)
- Supports conditions that improve engagement and academic achievement in ELA and math

(LCAP Goal 3, Action 3.5)

ATS and restorative practices provide positive behavioral interventions that reduce suspensions and improve student-teacher relationships. These programs address underlying causes of absenteeism and disengagement, especially for high-need student groups (e.g., Homeless, African American, LTELs), who are disproportionately affected by punitive discipline. By creating inclusive and supportive environments, students are more likely to attend, engage in class, and experience improved outcomes in both behavior and academics.

PLANNED INCREASED/IMPROVED SERVICES FOR 25-26 SCHOOL YEAR

LCAP Goal #1:

- Enhance Best First Instruction Across Content Areas: Continue building educator capacity through targeted professional development in mathematics, literacy, and Integrated ELD. Emphasis will be placed on instructional planning, differentiation, and cross-curricular literacy strategies aligned with the California Common Core State Standards.

- Deploy Academic Coaches for Targeted Support: Academic coaches will support ELA, math, ELD, and educational technology. Coaches will lead a continuum of professional development focused on essential standards, integrated instruction, and effective use of instructional technology to support all learners, including English Learners and students with disabilities.
- Align Instruction and Assessment with CAASPP Rigor: Implement Interim Assessment Blocks (IABs) across all sites to ensure classroom instruction reflects the depth of knowledge and rigor required for state testing and college readiness benchmarks.
- Strengthen Data-Driven Instruction: Facilitate six-week PLC data cycles focused on analyzing formative and summative assessment data to drive instructional decisions and timely interventions.
- Utilize Universal Diagnostic Assessments: All students in grades 5–10 will participate in the STAR ELA and Math assessments three times per year to monitor progress and inform instruction at the student, classroom, and site levels.
- Focus on Subgroup Monitoring and Equity in Outcomes: Ensure all student groups, including English Learners, foster youth, students with disabilities, and socioeconomically disadvantaged students, are supported through data-informed interventions.
- Integrate AVID WICOR Strategies Across Content Areas: Promote a schoolwide culture of academic rigor and student empowerment through AVID’s Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) methodologies.
- Support Special Education Instructional Rigor: Deliver ongoing professional development for Special Education staff, including paraeducators and moderate/severe program teachers. Training topics will include behavior supports, IEP compliance, and curriculum implementation through Unique Learning Systems and SANDI.

LCAP Goal #2:

- Align Academic and CTE Pathways with Postsecondary Expectations: Ensure coherent course sequencing and alignment of CTE and academic programs to prepare students for college and careers, including A-G course completion and pathway certifications.
- Expand Postsecondary Preparation Supports: Provide comprehensive support for students and families around college and career readiness topics such as FAFSA/CA Dream Act completion, SAT/ACT preparation, and college admissions.
- Empower Families Through Knowledge and Access: Host workshops for parents and guardians to increase awareness of college enrollment processes, career pathway opportunities, and financial aid options.
- Strengthen Special Education Transition Planning: Foster deeper collaboration between general and special education teachers to ensure students with IEPs successfully access and complete required courses for graduation and postsecondary readiness.
- Improve CTE Tracking and Data Accuracy: Provide SIS training for accurate CTE pathway tracking and completion reporting, aligned with Perkins and CCRI expectations.
- Enhance Counselor Professional Learning: Deliver targeted training for counselors in CTE pathway sequencing, academic advising, and equity-focused counseling practices.
- Build Counselor Capacity and Onboarding: Offer structured onboarding and individualized coaching for new counselors, along with continued participation in the RCOE Comprehensive Counseling Program.
- Expand AVID Implementation and Training: Support vertical alignment and fidelity of AVID implementation through Summer Institute attendance and ongoing training for new and returning AVID coordinators.
- Monitor College and Career Readiness Metrics: Regularly analyze College and Career Readiness Indicator (CCRI) data to evaluate progress and guide program improvements districtwide.

LCAP Goal #3:

- Expand PBIS and Restorative Practices: Reduce physical altercations and discipline referrals by reinforcing site-level implementation of proactive behavior frameworks.
- Advance Anti-Bullying Education: Provide districtwide training for staff, students, and families on identifying, preventing, and addressing bullying.
- Strengthen Attendance Intervention Systems: Apply early warning systems and personalized outreach to reduce chronic absenteeism.
- Improve Chronic Absenteeism Through Targeted Site Support: Launch districtwide efforts to improve attendance rates through the appointment of a dedicated Coordinator of Attendance. This new role will lead site-specific action plans, provide data analysis support, and facilitate collaboration between school teams to implement effective, targeted interventions for students who are chronically absent.
- Enhance Wellness Centers Through Multi-Tiered Support: Continuously expand and improve site-based Wellness Centers with access to licensed behaviorists, substance abuse specialists, and school social workers. These services will be sustained and strengthened through strategic use of grant funding, including Community Schools, CYBHI (Children and Youth Behavioral Health Initiative), and School-Based Wellness Center grants.
- Maximize Use of Infinite Campus (IC): Train classified staff to generate attendance letters and analyze student data via ad hoc reporting features.
- Support Effective SST Implementation: Equip administrative and counseling staff with strategies for facilitating Student Success Teams that address academic, behavioral, and SEL needs.
- Deliver Whole-Staff Professional Development: Focus PD on school connectedness, youth mental health, safety, discipline equity, and supports for foster and homeless youth.

LCAP Goal #4:

- Implement a Systematic Feedback Loop: Establish consistent, year-round systems to gather meaningful input from a broad range of educational partners to inform both LCAP and SPSA development. This includes structured engagement with PELI teams, School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC), District AAPAC (DAAPAC), student advisory groups, and program-specific advisory committees.
- Foster Shared Leadership Through Relationships: Deepen family participation in decision-making by building on established trust and ensuring inclusive structures for engagement.
- Strengthen Parent Partner Organizations: Enhance the impact of DELAC, DAAPAC, and the Parent Advisory Committee through training, collaboration, and leadership development.
- Partner with the City of Perris and the City of Menifee: Continue offering joint workshops and events that reflect shared goals in supporting student and family well-being.
- Elevate Communication and Awareness: Develop multilingual resources and transparent communication tools that connect families to LCAP goals and district initiatives.
- Collect Input Through Strategic Surveys: Deploy well-designed surveys to gather actionable community feedback and ensure it's incorporated into improvement plans.
- Improve Attendance Through Family Outreach: Align outreach and resources with PELI strategies to reduce absenteeism by addressing family-specific barriers to student attendance.

- Collaborate with Feeder Districts to Strengthen Parent Engagement: Work in partnership with local elementary and middle school districts to engage families early—especially those with children who will transition into PUHSD schools—to build familiarity with district programs, promote school readiness, and increase long-term family involvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

On March 27, 2024, the PUHSD Leadership Team met with RCOE to discuss what is going well, areas that require attention, and the next steps for the District. PUHSD was identified for DA for having three or more student groups not meeting three or more Local Control Funding Formula priorities for three out of the last four consecutive years. The following subgroups have performed below standard: English Learners, SWD, SED, Hispanic

The following discussions took place:

1. Multi-Tiered System of Supports (MTSS): The team discussed the implementation of MTSS and recognized a significant reduction in suspensions by 50%.
2. Community Engagement: Efforts to enhance community engagement were highlighted, which contributed to improved student attendance.
3. Academic Progress: Progress in improving instruction in Mathematics and English Language Arts was noted.
4. Professional Learning Communities (PLC): The team was briefed on the PLC work supported by RCOE for the upcoming year.

PUHSD will continue to collaborate with RCOE and prioritized some possible next steps based on the discussions:

Parent Outreach:

- Facilitate communication between teachers and parents through outreach initiatives.

Focus Group:

- Conduct a focus group involving parents and teachers to explore effective approaches for improving communication.

Professional Development:

- Arrange a potential 4-day series with Doug Fisher.

MRWC Training for Math Teachers:

- Explore the possibility of MRWC training for math teachers, with ongoing recruitment efforts.

PLC Training Support:

- Seek support for PLC training.

Contracting with Solution Tree:

- Consider contracting with Solution Tree through RCOE for professional learning.

Professional Learning Hosted by RCOE:

- Explore the option of RCOE hosting professional learning sessions instead of sending teachers to conferences.

Feeder District Alignment:

-Work on alignment with feeder districts through articulation meetings between PUHSD and feeder ESDs.

Attendance Improvement:

-Continue efforts to improve attendance through site teams, parental involvement, and effective communication, targeting both middle school and 9-12.

Communication Regarding School Absences:

-Enhance communication with parents regarding the impact of school absences on students' academic performance and success.

Student Information System (SIS) Cleanup:

-Train the District Attendance team on effectively using the Student Information System (SIS), particularly Infinite Campus, for data cleanup and management tasks.

SPED Co-Teaching Investigation:

-Investigate the feasibility and benefits of implementing co-teaching in special education moving forward.

Differentiated Assistance Support for 2024-25:

- Math: SED (-149.7), EL(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).
- College & Career Indicator (CCI): SWD (Very Low:5.3% prepared)
- Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)

Math: By implementing these strategies, PUHSD can effectively support English Learners, Students with Disabilities, SED, and Hispanic students in achieving academic success and reaching their full potential.

1. Continued Professional Development (PD) for Integrated ELD and Literacy:

- Offer ongoing professional development opportunities for teachers to enhance their knowledge and skills in Integrated English Language Development (ELD) and literacy across all content areas.
- Provide training sessions, workshops, and coaching to help teachers integrate language and literacy instruction into their subject-specific curriculum and instructional practices.

2. Academic Coaching Support:

- Assign academic coaches to support teachers in ELA, math, and ELD instruction, providing guidance on essential standards, literacy strategies, Integrated ELD, and identifying essential learning outcomes.
- Conduct regular professional development sessions and coaching meetings to help teachers improve their instructional practices and effectively address the diverse needs of students.
- Implement Interim Assessment Blocks (IABs) to align instructional practices and assessments with the rigor of the California Assessment of Student Performance and Progress (CAASPP).
- Use IABs to assess student progress, identify areas for improvement, and inform instructional decision-making to better support student learning outcomes.

3. Data Meetings and Progress Monitoring:

- Facilitate six-week data meetings with grade-level Professional Learning Community (PLC) teams to monitor student progress throughout the school year.

- Analyze student data from assessments, including the Math/ELA Renaissance Assessment administered three times a year, to track growth, identify trends, and target interventions for individual students or groups.

4. Targeted Interventions and Support:

- Monitor progress on all student groups and subgroups to identify students in need of additional interventions and support.
- Provide targeted interventions, such as small group instruction, tutoring, or academic interventions, to address the specific needs of English Learners, Students with Disabilities, SED, and Hispanic students.
- Provide opportunities for expanded learning and academic support during Scholar Saturdays.

5. PLC Support and Instructional Alignment:

- Offer support and resources to PLC teams to facilitate collaboration and instructional alignment across grade levels and subject areas.
- Encourage PLC teams to share best practices, analyze student data, and develop targeted instructional strategies to meet the diverse needs of students.

6. Focus on Literacy Across the Curriculum:

- Implement AVID (Advancement Via Individual Determination) strategies to promote literacy across all content areas.
- Emphasize rigorous methodologies of WICOR writing, inquiry, collaboration, organization, and reading to prepare students for college readiness and success in the 21st century.
- Provide professional development on Tier 1 - best first instruction and research based strategies to promote literacy across curriculum.

College and Career Indicator: By implementing the following strategies, PUHSD can effectively support high school students not only in special education and English Learners, but our low-income, African American, foster youth, and students experiencing homelessness in their college and career aspirations, ensuring that all students have the resources, support, and opportunities they need to succeed.

1. Individualized Education Plans (IEPs) and Transition Services:

- Ensure that students with special education needs have appropriate IEPs that include transition goals and services aimed at preparing them for post-secondary education and employment.
- Provide specialized transition services, such as job shadowing, internships, and work-based learning experiences, tailored to the needs and interests of students with disabilities.

2. Financial Assistance and Scholarships:

- Offer information and assistance in navigating financial aid options, including grants, scholarships, and fee waivers, to help low income students afford post-secondary education and training programs.
- Facilitate access to scholarship opportunities specifically targeted at underrepresented groups, such as African American, foster youth, and homeless students.

3. College and Career Counseling:

- Provide comprehensive college and career counseling services that address the unique needs and aspirations of diverse student populations.

- Offer individualized support to help students explore career pathways, research college options, complete applications, and access resources for college entrance exams.

4. Academic Support and Enrichment Programs:

- Implement academic support programs, such as tutoring, mentoring, and academic enrichment activities, to address the academic needs of students from underrepresented backgrounds.
- Offer supplemental instruction and support services, including study skills workshops and academic counseling, to help students succeed academically and prepare for post-secondary education.

5. Transition Support for Foster Youth and Homeless Students:

- Provide specialized support services for foster youth and homeless students to address their unique challenges during the transition to college and career.
- Offer assistance with accessing housing resources, transportation assistance, and other essential supports to ensure stability and continuity in their education and career pathways.

6. Community Partnerships and Resource Coordination:

- Collaborate with community organizations, local agencies, and employers to expand opportunities for internships, job placements, and career exploration activities for students from underrepresented backgrounds.

Chronic Absenteeism: By implementing these strategies, PUHSD can effectively support English Learners, students with disabilities, low-income, and Hispanic students in improving their chronic absenteeism rates and ensuring greater academic success and overall well-being.

1. Family and Community Engagement:

- Foster strong partnerships with families and communities to emphasize the importance of regular school attendance.
- Conduct outreach programs and workshops specifically tailored to the needs and concerns of English Learner, students with disabilities, low-income, African American, and Hispanic families to raise awareness about the impact of chronic absenteeism on academic success.

2. Culturally Responsive Practices:

- Implement culturally responsive practices that take into account the unique cultural and linguistic backgrounds of English Learners, students with disabilities, low-income, and Hispanic students.
- Provide resources and materials in multiple languages to ensure clear communication with families about attendance policies, procedures, and support services.

3. Individualized Support and Interventions:

- Identify students who are at risk of chronic absenteeism and develop individualized behavior support plans tailored to their specific needs.
- Offer targeted interventions such as mentoring, counseling, and academic support to address underlying factors contributing to absenteeism, such as transportation barriers, health issues, or family circumstances.

4. Positive School Climate and Supportive Environment:

- Foster a positive and supportive school climate where students feel safe, valued, and connected to their school community.
- Implement strategies to address bullying, discrimination, and other factors that may contribute to absenteeism, particularly for vulnerable student groups such as English Learners, students with disabilities, low-income, and Hispanic students.

5. Attendance Monitoring and Early Intervention:

- Implement robust attendance monitoring systems to track student attendance patterns and identify trends early on.
- Intervene promptly with students who demonstrate signs of chronic absenteeism by providing targeted support, interventions, and resources to address barriers to attendance.

6. Collaboration with Community Partners:

- Collaborate with community agencies, organizations, and service providers to offer additional support services and resources to students and families facing challenges related to attendance.
- Establish partnerships with local healthcare providers, social service agencies, and community-based organizations to address health-related barriers to attendance and provide wrap-around support services.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

There are no schools identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

There are no schools identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

There are no schools identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Parent Advisory Committee (PAC)</p>	<p>The Parent Advisory Committee (PAC) convened four times during the year, with diverse representation including parents, community members, teachers, classified staff, site and district administrators, SELPA, and members of the Perris Secondary Educators Association (PSEA) and California School Employees Association (CSEA). Each meeting agenda included updates on the Local Control and Accountability Plan (LCAP), reviews of district and site-level data, and discussions on relevant policies, procedures, and student programs and services.</p> <p>In addition to LCAP-related topics, the PAC also received information on broader district matters such as facilities updates, board policies, and communication strategies. Active engagement was a central focus of each meeting, with structured opportunities for participants to provide feedback through facilitated discussions. To further capture stakeholder input, we implemented a follow-up survey process to gather additional insights and reflections from attendees.</p> <p>January 14, 2025: LCAP Goal #1 and #2 May 20, 2025: LCAP Goal #3 and #4</p>
<p>District English Learner Advisory Committee (DELAC)</p>	<p>The District English Learner Advisory Committee (DELAC) met three times this year to support the implementation of the State Board of Education’s English Learner (EL) Roadmap Policy. The committee</p>

Educational Partner(s)	Process for Engagement
	<p>contributed to the development and review of the District English Learner Master Plan and provided input on policies to ensure consistent and effective implementation of EL educational programs and services across school sites.</p> <p>DELAC members reviewed and provided recommendations on School Plans for Student Achievement (SPSAs) with a focus on services for English Learners. The committee also conducted district-wide needs assessments, disaggregated by school, to identify areas for improvement. In addition, DELAC played a key role in establishing program goals and objectives for English Learner services and monitoring compliance with state and federal requirements. Members provided input on reclassification procedures and reviewed parent notification documents to ensure clarity and alignment with legal guidelines. Through these efforts, DELAC continues to be an essential partner in shaping, strengthening, and advocating for English Learner programs and outcomes in the district.</p> <p>September 26, 2024 December 5, 2024 January 30, 2025 March 20, 2025</p>
<p>Superintendent Listening Session (Student Advisory Committee)</p>	<p>The Superintendent Listening Sessions were designed to provide student representatives with a meaningful platform to share their perspectives, concerns, and feedback regarding their educational experience. These sessions prioritized the inclusion of students from all major subgroups, including those from historically marginalized communities, to ensure diverse voices were represented in district-level discussions. Topics of dialogue included school climate and culture, diversity and equity initiatives, curriculum implementation, student celebrations, and emerging concerns impacting the broader school community. By facilitating open communication between students and district leadership, the sessions fostered a sense of belonging, empowerment, and shared responsibility in shaping a more inclusive and responsive educational environment.</p>

Educational Partner(s)	Process for Engagement
	<p>In May 2025, the Superintendent’s Student Advisory Council participated in a special LCAP-focused session, designed to engage students directly in the development of the 2025–26 Local Control and Accountability Plan. The event featured interactive components, including an LCAP and Dashboard 101 presentation, a Dashboard scavenger hunt, and a gallery walk to showcase student-created vision boards for their ideal PUHSD. Students explored current Dashboard data and discussed systemic barriers by reflecting on questions such as “Who is missing out?” and “What actions should we take?”</p> <p>Through a student voice role-play activity, participants tackled real-life campus challenges—ranging from mental health access and chronic absenteeism to campus safety, equity, and academic support. Each group developed actionable proposals and presented them to district leaders. Students then completed personal reflections using “My Voice, My Action” cards, identifying how they plan to contribute to ongoing improvement efforts.</p> <p>This session not only deepened students’ understanding of the LCAP but also positioned them as co-authors of the district’s goals and priorities. Their insights and recommendations were documented and used to inform decision-making for the 2025–26 plan, reinforcing PUHSD’s commitment to authentic student engagement and equity-driven planning.</p> <p>February 14, 2025 May 14, 2025</p>
District Leadership	<p>District leadership plays a vital role in guiding the strategic direction and operational effectiveness of the educational system. Comprising cabinet members, site administrative teams, classified managers, and the Educational Services Division, district leadership provides ongoing direction, support, and oversight across multiple areas of district</p>

Educational Partner(s)	Process for Engagement
	<p>operations.</p> <p>Key areas of focus include:</p> <ul style="list-style-type: none"> -Strategic Planning: Aligning goals and initiatives to district priorities and student outcome data. <ul style="list-style-type: none"> • Policy Development and Implementation: Ensuring policies support equity, access, and academic excellence. • Resource Allocation: Making data-informed decisions about the distribution of fiscal, human, and material resources. • Instructional Leadership: Promoting high-quality teaching and learning across all schools. • Stakeholder Engagement: Collaborating with families, students, staff, and community partners to inform decision-making. • Equity and Inclusion: Addressing disparities and ensuring all students have the support needed to succeed. <p>District leadership meetings serve as a collaborative space to review progress, identify challenges, and coordinate efforts that align with the district’s mission of providing high-quality education and supporting the success of every student.</p> <p>September 9, 2024 October 14, 2024 November 5, 2024 December 9, 2024 January 13, 2025 February 11, 2025 April 14, 2025 May 12, 2025 June 9, 2025</p>
Ed Services Leadership Division	The Educational Services Division includes Pupil Services, Special Education, Curriculum and Instruction, Assessment and Accountability, and LCAP/State and Federal Programs. The division

Educational Partner(s)	Process for Engagement
	<p>meets regularly to promote collaboration, strategic planning, and coordination across departments.</p> <p>These meetings focus on a wide range of priorities that support high-quality teaching and learning, including the development and implementation of educational programs, curriculum design, instructional practices, student assessment, professional development, and compliance with state and federal mandates. Through this collaborative structure, the division works to ensure coherence and alignment in efforts to improve educational outcomes for all students across the district.</p> <p>July 22, 2024 August 12, 2024 August 19, 2024 August 26, 2024 September 12, 2024 September 16, 2024 October 7, 2024 October 14, 2024 December 2, 2024 December 11, 2024 January 28, 2025 March 11, 2025 March 18, 2025 March 25, 2025 April 1, 2025 April 8, 2025 April 16, 2025 May 6, 2025 May 13, 2025 May 20, 2025 May 27, 2025 June 3, 2025 June 10, 2025 June 17, 2025 June 24, 2025</p>

Educational Partner(s)	Process for Engagement
School Site Councils	<p>School Site Councils (SSCs) serve a critical role in informing the development and ongoing refinement of the Local Control and Accountability Plan (LCAP). By actively engaging in the LCAP and SPSA processes, SSCs promote a culture of shared governance, transparency, data-informed decision-making, and continuous improvement that supports positive outcomes for all students.</p> <p>Site administrators facilitate SSC meetings that include discussions on site goals, planned actions, and services aligned to both the SPSA and LCAP. During these sessions, SSC members review and disaggregate student data, evaluate the effectiveness of current initiatives, and provide input on school priorities. SSC feedback is documented during meetings and submitted to the Educational Services Division, ensuring that site-level insights are incorporated into districtwide LCAP planning.</p> <p>This collaborative approach helps ensure alignment between school site needs and district priorities, strengthening accountability and coherence across the system.</p>
School Board	<p>The school board represents the constituents in the community. The Board is responsible for overseeing the administration of the district's schools and ensuring that they operate effectively to fulfill their educational mission. They serve as the governing body that represents the interests of the public and ensures that the district's resources are used efficiently and transparently to provide quality education to all students.</p> <p>August 5, 2024 August 21, 2024 September 18, 2024 October 3, 2024 October 16, 2024 October 23, 2024 October 16, 2024</p>

Educational Partner(s)	Process for Engagement
	<p>October 23, 2024 October 28, 2024 November 20, 2024 December 18, 2024 January 15, 2025 January 25, 2025 February 3, 2025 February 12, 2025 February 25, 2025 March 12, 2025 April 16, 2025 May 6, 2025 May 21, 2025</p>
District African American Advisory Committee (DAAPAC)	<p>The aim of DAAPAC is to actively engage parents and caregivers of African-American students in decision-making processes aimed at enhancing the quality of education for these students. Its activities encompass various aspects such as establishing bylaws and officer roles, outlining parent responsibilities within schools, promoting strength-based parenting approaches, introducing data and MTSS resources, ensuring school accessibility, understanding MTSS data through dashboards, facilitating methods for sustained involvement, capacity building, and concluding with an end-of-the-year celebration.</p>
Perris Lake High School/Scholar+ Parent Survey	<p>PLHS/Scholar+ parents were surveyed regarding the schools eligibility for Equity Multiplier funds. Of the 357 surveys, there were 8 respondents.</p> <p>Total Enrollment: 357 -English Learners (21%) -Foster Youth (0.8%) -Homeless (4.5%) -Socioeconomically Disadvantaged (86%) -Students with Disabilities (9.8%)</p>

Educational Partner(s)	Process for Engagement
Local Collective Bargaining Units (PSEA & CSEA)	<p>Monthly district-level meetings are held with the Perris Secondary Educators Association (PSEA) and the Classified School Employees Association (CSEA) to discuss district goals, share relevant data, and collaboratively identify needs and priorities that align with the LCAP. These structured engagements provide a platform for transparent communication, early input, and collaborative problem-solving on issues impacting teaching, learning, and working conditions.</p> <p>Additionally, each school site holds monthly meetings with their respective union site representatives. These site-level meetings foster collaboration between school administration and staff representatives to address campus-specific priorities, ensuring alignment with LCAP actions and services. Through these ongoing partnerships, staff are empowered as educational partners who help shape strategies that promote student achievement, staff development, and safe, supportive learning environments.</p> <p>PSEA Site Representative Council Meeting Dates August 20, 2024 September 17, 2024 October 15, 2024 November 19, 2024 (December - no meeting) January 21, 2025 February 11, 2025 March 18, 2025 April 15, 2025 May 20, 2025</p> <p>PSEA Executive Board Meeting Dates August 6, 2024 September 3, 2024 October 1, 2024 November 4, 2024 December 10, 2024 January 14, 2025</p>

Educational Partner(s)	Process for Engagement
	February 4, 2025 March 4, 2025 April 1, 2025 May 6, 2025

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2024–25 school year, Perris Union High School District (PUHSD) remained committed to engaging families and educational partners in meaningful, two-way dialogue to inform Local Control and Accountability Plan (LCAP) development. The District employed a range of outreach methods including in-person meetings, virtual forums, board presentations, telephone outreach, electronic communications, ParentSquare messaging, and social media platforms. These efforts aimed to ensure accessibility and encourage broad participation across all school communities.

Engagement Activities and Advisory Committees

PUHSD gathered input from a diverse array of educational partners including students, teachers, principals, classified staff, collective bargaining units (PSEA and CSEA), and families. Feedback was collected via surveys, focus groups, community events, and formal advisory groups such as:

- Parent Advisory Committee (PAC)
- District English Learner Advisory Committee (DELAC)
- Superintendent’s Student and Parent Forums
- Educational Technology Committee (ETC)
- Action Team for Partnerships (ATP)
- District Parent Engagement Leadership Institute (PELI)
- School Site Councils (SSC), African American Advisory Committees (AAPAC), and English Learner Advisory Committees (ELAC)

Note: For the 2024–25 school year, PUHSD did not have an active District African American Parent Advisory Council (DAAPAC) or Special Education Community Advisory Committee (CAC). Both committees had been active in prior years but were paused due to leadership transitions and unfilled district-level positions. Although site-level African American Advisory Committees (AAPACs) were held at individual school sites, stakeholders expressed a strong desire for reinstating DAAPAC and CAC at the district level for the 2025–26 school year to ensure more coordinated support, shared learning, and systemwide advocacy for Black families and families of students with disabilities.

All educational partner feedback was analyzed by the Educational Services Division and grouped by LCAP Goal to guide planning and prioritization of services.

Public Review and Approval Process

A public hearing for the 2023–24 Annual Update and the 2024–25 LCAP was held on June 3, 2024, with final Board approval scheduled for June 12, 2024. Public hearing for this current document is scheduled for June 2, 2025, with Board approval date on June 18, 2025.

Highlights of Educational Partner Input Aligned to LCAP Goals

LCAP Goal 1: Academic Achievement in ELA and Math

- Educational partners advocated for increased opportunities for credit recovery and acceleration, expanded summer learning across middle and high schools, and targeted supports for English Learners and students with disabilities.
- Teachers and administrators requested additional instructional sections to support collaboration, academic coaching, and intervention.
- Families emphasized the importance of accessible tutoring, especially in mathematics, and services for students with IEPs.

LCAP Goal 2: College and Career Readiness

- Parents, students, and staff expressed a need to increase awareness of college pathways and career opportunities.
- Families supported increased access to college application workshops, FAFSA/CA Dream Act completion assistance, and career exploration events.
- There was strong endorsement for the expansion of College & Career Centers and postsecondary planning resources.

LCAP Goal 3: Safe and Supportive Environments

- Feedback highlighted the continued importance of school-based Wellness Centers, mental health services, and trauma-informed support.
- Parents and students advocated for improved anti-bullying education, crisis response services, and wraparound supports for Tier 3 students.
- Parents and students raised concern on the increase of drug use at each school site. They advocated for increased informational support for anti-drug use initiatives.
- Training for campus supervisors and ongoing investment in restorative practices and PBIS frameworks were prioritized by both classified and certificated staff.

LCAP Goal 4: Home–School–Community Connections

- Parents commended the expansion of virtual workshops and interpretation services, particularly for English Learner families.
- DELAC noted the strength of translated communications and requested additional workshops on topics such as digital safety, mental health, and college readiness.
- Educational partners advocated for deeper parent engagement, especially through re-establishing districtwide platforms like DAAPAC and CAC to provide sustained input from underrepresented families.

CSPS Parent Survey

The 2024–25 California School Parent Survey (CSPS) was scheduled to be administered in spring 2025; therefore, results were not yet available at the time of LCAP publication. Results from the prior year’s CSPS (2023–24) helped guide the development of parent-focused goals and services, particularly around communication, cultural responsiveness, school safety, and mental health supports.

Equity Multiplier Engagement – Perris Lake HS & Scholar+ Online School

To ensure the LCAP addressed the unique needs of Equity Multiplier sites (PLHS and Scholar+), the District conducted targeted engagement:

Stakeholder surveys gathered input from 71 students, 8 parents, and 5 staff members.

Key areas of concern included low college and career readiness, chronic absenteeism, substance use, and a need for deeper family engagement.

Only 38% of families at these sites felt welcomed or that their input was valued.

These insights directly informed LCAP Goal #5, which includes actions to improve CCI outcomes, social-emotional supports, and graduation rates at these schools.

Special Education Parent Engagement

In the absence of a districtwide CAC during 2024–25, PUHSD continued to engage families of students with disabilities through Individualized Education Program (IEP) meetings and other school-based forums. The Director of Special Education distributed the draft LCAP to families and invited input. While no formal feedback was received, stakeholder voices continue to inform the expansion of inclusive practices and targeted supports for students with disabilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will attain grade level proficiency in English Language Arts and Mathematics.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Perris Union High School District prioritized student achievement in English Language Arts (ELA) and Mathematics so that our students will be adequately prepared to enter college and the workforce. The district spent extensive time analyzing previous dashboard performance on the ELA and Math Indicators. Noting challenges in the overall performance and multiple subgroups, the district decided to identify goals for the overall performance and all numerically significant subgroups that were in the Red or Orange categories in prior years. The district prioritizes services for English Learners and we included the English Learner Proficiency Indicator (ELPI) to include both English Learner Proficiency for California (ELPAC) and English Learner Reclassification rates. The decision to include this metric was also based on prior dashboard performance. The district identified this goal for focused attention by analyzing dashboard data with multiple educational partners. The dashboard data was analyzed in the English Learner Leadership committee with teachers, administrators, and counselors, in subject area council committees consisting of ELA and math teachers, PUHSD administrative committees, and district and site level parent advisory committees such as the District English Learner Advisory Committee and the site English Learner Advisory Committees, school site councils, and the district level Parent Advisory Committees. If we implement actions in Goal #1 and monitor the ELA/Math indicator and the ELPAC assessments, PUHSD would expect to see incremental increases in student performance/outcomes and ELL placements and reclassification rates that will help to achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Indicator (ELPI)	ELPI: 45.9%	ELPI: 40.6%		ELPI: 65.9%	-5.3%
1.2	EL Reclassification Rate	18.2%	17.2%		16.0%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Academic Indicator (Grades 5-8 and 11) ELA	<p>Average Distance from Standard: All Students- Status: -36.9. Change: 9.3</p> <p>English Learners- Status: -112.1. Change: 8.8</p> <p>Homeless- Status: -57.7. Change: 43.3</p> <p>Socioeconomically Disadvantaged- Status: -50.6. Change: 15.1</p> <p>Students with Disabilities- Status: -130.8. Change: 13.9</p> <p>African American- Status: -45.8. Change: 24.5</p> <p>Asian- Status: 54.8. Change: -7.6</p> <p>Filipino- Status: 63.6. Change: 54.3</p> <p>Hispanic- Status: -49.4. Change: 10.7</p> <p>White- Status: -12.1. Change: -9.2</p>	<p>Average Distance from Standard: All Students- Status: -31.3. Change: 5.6</p> <p>English Learners- Status: -112.1. Change: 0.0</p> <p>Long-term English Learners: -133.3</p> <p>Homeless- Status: -56.0. Change: 1.7</p> <p>Socioeconomically Disadvantaged- Status: -45.8. Change: 4.8</p> <p>Students with Disabilities- Status: -126.5. Change: 4.3</p> <p>African American- Status: -51.3. Change: -5.5</p> <p>Asian- Status: 71.5. Change: -16.8</p> <p>Filipino- Status: 99.8. Change: 36.1</p>		<p>Average Distance from Standard: All Students- Status: -6.9.</p> <p>English Learners- Status: -67.1.</p> <p>Homeless- Status: -27.7.</p> <p>Socioeconomically Disadvantaged- Status: -20.6.</p> <p>Students with Disabilities- Status: -85.8.</p> <p>African American- Status: -15.8.</p> <p>Asian- Status: 54.8</p> <p>Filipino- Status: 63.6.</p> <p>Hispanic- Status: -19.4</p> <p>White- Status: 22.1</p> <p>Two or More Races- Status: 45.0.</p>	<p>Average Distance from Standard: All Students- 5.6</p> <p>English Learners- 0.0</p> <p>Homeless- 1.7</p> <p>Socioeconomically Disadvantaged- 4.8</p> <p>Students with Disabilities- 4.3</p> <p>African American- -5.5</p> <p>Asian- 16.8</p> <p>Filipino- 36.1</p> <p>Hispanic- 4</p> <p>White- 25.6</p> <p>Two or More Races -19.4</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races- Status: 20.8. Change: 1.8	Hispanic- Status: -45.5. Change: 4 White- Status: 13.5 Change: 25.6 Two or More Races- Status: 1.4. Change: -19.4		Note- Targets were identified using the dashboard growth categories. Dashboard subgroups with previous status of Status of Medium, High, or Very High= increase to Very High or maintain. Low= 10 point increase each year. previous status of "Very Low"= 15 point increase each year.	
1.4	Academic Indicator (Grades 5-8 and 11) Math	Average Distance from Standard: All Students- Status: -138.2 Change: -4.9 English Learners- Status: -188.1. Change: -3.7 Homeless- Status: -158.1. Change: 35.8 Socioeconomically Disadvantaged- Status: -149.7 Change: -2.9	Average Distance from Standard: All Students- Status: -126.2 English Learners- Status: -176.2. Homeless- Status: -145.1. Long-term English Learners: -195.7		Average Distance from Standard: All Students- Status: -93.2 English Learners- Status: -143.1. Homeless- Status: -113.1. Socioeconomically Disadvantaged- Status: -104.7	Average Distance from Standard: All Student:- 12.0 English Learners: 11.9 Homeless: 12.9 Socioeconomically Disadvantaged: 12.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities- Status: -217.7. Change: -6.6</p> <p>African American- Status: -150.1. Change: 9</p> <p>Asian- Status: -39.4 Change: .5</p> <p>Filipino- Status: -25.6. Change: 10.6</p> <p>Hispanic- Status: -149.2. Change: -4.5</p> <p>White- Status: -120 Change: -26.5</p> <p>Two or More Races- Status: -100.9. Change: 2.3</p>	<p>Socioeconomically Disadvantaged- Status: -137.2</p> <p>Students with Disabilities- Status: -205.2</p> <p>African American- Status: -148.4</p> <p>Asian- Status: -37.9</p> <p>Filipino- Status: -2.9.</p> <p>Hispanic- Status: -137.6</p> <p>White- Status: -85.1</p> <p>Two or More Races- Status: -112.1</p>		<p>Students with Disabilities- Status: -172.7.</p> <p>African American- Status: -105.1.</p> <p>Asian- Status: 9.4</p> <p>Filipino- Status: 5.6.</p> <p>Hispanic- Status: -104.2.</p> <p>White- Status: -75</p> <p>Two or More Races- Status: -55.9.</p> <p>Note- Targets were identified using the dashboard growth categories. Dashboard subgroups with previous status of Status of Medium, High, or Very High= increase to Very High or maintain. Low= 10 point increase each year.</p>	<p>Students with Disabilities: 12.5</p> <p>African American: 1.7</p> <p>Asian: 1.5</p> <p>Filipino: 22.7</p> <p>Hispanic: 11.6</p> <p>White: 34.9</p> <p>Two or More Races: -11.2</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					previous status of "Very Low"= 15 point increase each year.	
1.5	Every pupil in the school district has sufficient access to standards aligned instructional materials	SARC and Williams Report: 2020-21: 100% of students have access to standards aligned instructional materials	SARC and Williams Report: 2023-24: 100% of students have access to standards aligned instructional materials		SARC and Williams Report: 100% of students have access to standards aligned instructional materials	0%
1.6	California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2022-23 Dashboard: Overall Average Score of 4.1	2023-24 Dashboard: Overall Average Score of 4.1		Dashboard: Overall Average Score of 4.4	0%
1.7	California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency	2022-23 Dashboard: Overall Average Score of 4.1	2023-24 Dashboard: Overall Average Score of 4.1		Dashboard: Overall Average Score of 4.4	0%
1.8	Teaching Assignment Monitoring Outcomes (TAMO) Report on Teacher Credentialing	TAMO 2021-22: 74.8% of staff are assigned and fully credentialed in the areas taught.	TAMO 2022-23: 73.9% of staff are assigned and fully credentialed in the areas taught.		TAMO: 88.7% of staff are assigned and fully credentialed in the areas taught.	.9%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024-25 school year, PUHSD implemented multiple strategic actions under LCAP Goal 1 aimed at improving student proficiency in English Language Arts (ELA) and Mathematics. While the core actions were implemented as planned, there were some substantive differences in how they were carried out across school sites, shaped by district leadership transitions, staffing shortages, and site-level capacity.

Action 1.1: Literacy and Math—Enhancing the Core Curriculum

PUHSD prioritized cross-curricular literacy development and math interventions through professional development, assessment tools, and class size reductions. Sites implemented reduced class sizes in reading intervention and foundational math sections, which contributed to measurable academic progress. ELA performance improved by +5.6 points, and Math improved by +12 points districtwide. The district also collaborated with the Riverside County Office of Education's Math Community of Practice, which supported vertical alignment and best practices in math instruction. However, midyear changes in district leadership—including the departure of the Director of Curriculum and Instruction and interim oversight by an Assistant Superintendent—led to interruptions in centralized support and fidelity monitoring, which created implementation variability among schools.

Action 1.2: Instructional Technology

Technology integration continued to provide students access to digital platforms and adaptive learning tools, supporting differentiated instruction across content areas. Professional development was provided for instructional staff, but its reach and consistency varied by site. While tools were available, the depth of integration into daily instruction differed across classrooms. This limited the potential impact of instructional technology on accelerating literacy and math growth for certain student groups.

Action 1.3: English Learner Supplemental Services

This action experienced the most significant implementation challenges. The Ellevation platform was adopted to support Long-Term English Learners (LTELs) and guide ELD instructional strategies. While professional development and data protocols were introduced, the consistent use of Ellevation as a planning and intervention tool varied widely across sites. Class size reductions for Newcomer and EL I–III courses provided more personalized instruction, but the district's English Learner Progress Indicator (ELPI) declined by 5.3%, with only 40.6% of English Learners making expected progress. Additionally, the performance of Long-Term English Learners declined by 6%, prompting the district to add LTEL as a separate metric under Year 1 outcomes in recognition of its designation as a distinct student group on the California School Dashboard. This performance, coupled with significant achievement gaps in both ELA and Math for EL and LTEL subgroups, suggests a need for stronger implementation oversight and increased support for designated and integrated ELD instruction.

Challenges and Successes

Key successes include notable growth in Math and ELA for several student groups, increased graduation rates (94.2%), and expanded professional development in Best First Instruction and PLC data cycles. However, persistent gaps in English Learner achievement and below-typical growth scores for all major subgroups in both ELA and Math indicate that Tier I instruction, data-driven interventions, and monitoring systems need to be strengthened.

A major challenge in implementation was the leadership turnover within the Educational Services Division. The absence of stable leadership during the first semester limited districtwide coherence in instructional priorities and delayed collaborative feedback processes essential for supporting high-quality implementation at the site level.

Despite these barriers, the district's focused efforts—particularly in math instruction and PLC-driven collaboration—enabled steady progress toward closing achievement gaps. These lessons will inform PUHSD's 2025–26 plan to expand instructional coaching, increase ELD support, and align classroom instruction more closely with CAASPP rigor and equity targets.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Difference between Budgeted \$4,155,660 and Estimated Actual Expenditures \$4,103,196 is \$52,464

Justification:

Although the district maintained strong investment in instructional materials, professional development, and intervention staffing, site-level variability in implementation fidelity—particularly due to staffing shortages in intervention positions and substitutes for release time—led to some underutilization of budgeted funds in select schools. Additionally, as the implementation of targeted math and literacy interventions evolved during the year, some resources were redirected to support professional development and diagnostic assessments not originally budgeted at full scale. These shifts reflect responsive spending tied to areas of greatest impact as identified through formative data and performance monitoring.

1.2 Difference between Budgeted \$2,500,855 and Estimated Actual Expenditures \$2,947,066 is (\$446,211)

Justification:

The overage in expenditures is primarily due to the expansion of instructional technology tools, hardware upgrades, and increased licensing costs that were not initially anticipated in the budget. As the district scaled up access to devices, digital platforms, and classroom technology tools to support differentiated instruction and assessment—particularly in Math and asynchronous learning environments—expenditures exceeded planned allocations. Additionally, increased investments were made in professional development, device repairs, and supplemental software to support instructional continuity. This overage reflects PUHSD's commitment to ensuring students and staff had the necessary technology infrastructure to support instructional access and innovation, even as demand and costs increased districtwide.

1.3 Difference between Budgeted \$1,260,328 and Estimated Actual Expenditures \$1,256,591 is \$3,737

Justification:

Despite full implementation of planned strategies—including adoption of the Ellevation platform, professional development, and class size reductions—the intended impact on student outcomes was not realized, particularly for Long-Term English Learners (LTELs). Some training sessions were not fully attended or leveraged in instructional planning, and coaching support for integrated and designated ELD was not uniformly deployed due to staffing limitations. Furthermore, site-level tracking of Ellevation strategy use varied, limiting effectiveness. These implementation gaps suggest that while expenditures may have been close to plan, the “improved services” impact fell

short, prompting a reallocation of resources in 2025–26 toward site-based coaching, teacher accountability systems, and targeted intervention supports.

While most funds were expended as planned, material differences in implementation—especially due to staffing shortages, variable PD participation, and underutilized technology tools—impacted both the pace and depth of rollout across sites. Actual expenditures reflect responsive shifts to more effective supports mid-year, but highlight the need for stronger accountability and differentiated scaffolding to close persistent gaps for English Learners and underserved subgroups.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: Literacy and Math – Enhancing the Core Curriculum

This action demonstrated moderate effectiveness. The district-wide focus on “Literacy Across the Curriculum” helped integrate reading, writing, speaking, and critical thinking into all subject areas. Professional development for content-area literacy and math support, combined with reduced class sizes in reading intervention courses and math support sections, contributed to measurable gains in both ELA and Math performance. The district improved in ELA by +5.6 DFS and in Math by +12 DFS for all students. Subgroups such as Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities showed positive momentum. However, ongoing gaps in performance for English Learners, African American, and homeless/foster students highlight a need to strengthen differentiated scaffolding and support within core content instruction. Implementation fidelity varied across sites, particularly where staffing shortages limited intervention support.

Action 1.2: Instructional Technology

This action demonstrated partial effectiveness in increasing access to devices, platforms, and adaptive tools for unduplicated student groups. While technology was available across all schools, its impact on student achievement varied due to inconsistent classroom integration and limited professional development on effective use in instruction—particularly in English Language Arts (ELA) and for English Learners (ELs).

Action 1.3: English Learner Supplemental Services

This action was implemented but proved largely ineffective in terms of academic outcomes. The district adopted the Ellevation platform to provide targeted instructional strategies and monitor English Learner progress. Teachers received training to address the needs of LTELs and newcomers, and class size reductions were implemented in key SEI courses. Despite these efforts, English Learner performance remained stagnant or declined. ELPI dropped from 45.9% to 40.6%, and EL students remained 157.3 DFS below standard in ELA and 213.6 DFS below in Math. Long-Term English Learners made minimal progress and continued to underperform across all metrics. These results suggest that while structures were in place, the district must deepen its focus on consistent implementation of designated and integrated ELD, enhance coaching support for EL instructional practices, and ensure accountability for the use of data from Ellevation in instructional planning.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of data analysis, implementation review, and stakeholder reflection, PUHSD has made several key adjustments to LCAP Goal 1 to improve instructional effectiveness and equity in outcomes for the 2025–26 school year.

Action 1.1: Literacy and Math – Enhancing the Core Curriculum

Enhanced Instructional Coherence and Rigor: PUHSD will implement CAASPP-aligned Interim Assessment Blocks (IABs) across all sites to ensure classroom instruction reflects the depth of knowledge required for grade-level proficiency. This addresses the need for stronger alignment between instruction and state assessment expectations.

Strengthened Data-Driven Instructional Cycles: Six-week PLC cycles will be implemented districtwide to enhance the use of formative and summative data in real-time instructional decision-making. This directly responds to stakeholder feedback highlighting inconsistencies in how student data is used to guide instruction.

Universal Progress Monitoring Tools: The district will administer Renaissance STAR diagnostic assessments in ELA and Math three times per year, alongside IABs and ELPAC interims. These tools will support universal progress monitoring and provide actionable insights to inform targeted instruction and interventions.

Action 1.2: Instructional Technology

Strengthened Professional Development Through Coaching: PUHSD will develop intentional professional development structures led by academic and technology coaches. These will include coaching cycles focused on instructional planning, educational technology integration, essential standards alignment, and AVID WICOR strategies. This change is in response to varied levels of tech integration and instructional consistency across school sites.

Action 1.3: English Learner Supplemental Services

PUHSD will implement a comprehensive system of support for English Learners and Long-Term English Learners that addresses required components under Education Code §306. The action will include:

Language Acquisition Programs: Maintain a Structured English program where instruction is delivered in English using standards-aligned curriculum designed for English Learners. Instruction integrates designated and integrated English Language Development (ELD) with access to rigorous core content.

Professional Development: Provide ongoing, evidence-based professional development for teachers and site EL Leads focused on ELD strategies, reclassification readiness, scaffolding for academic vocabulary, and integration of language supports across content areas. Emphasis placed on integrating language supports in core content areas (ELA and Math) to improve both academic performance and college readiness. Teachers will use the Ellevation platform to monitor EL and LTEL data, plan interventions, and collaborate during PLCs.

Targeted LTEL Supports: Identify and monitor LTELs using Ellevation data, provide case management to remove reclassification barriers, assign students to class-size-reduced ELD courses, and offer additional academic supports, such as tutoring, intervention labs, and credit recovery. Focused instructional strategies will address gaps in literacy and academic language development.

These changes reflect PUHSD’s commitment to using evidence and reflection to refine instructional strategies, strengthen implementation systems, and improve academic outcomes for all students—particularly those in underserved subgroups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy and Math: Enhancing the Core Curriculum	Literacy Across the Curriculum refers to an instructional approach that emphasizes the development of reading, writing, speaking, listening, and critical thinking skills across all subject areas, not just English Language Arts. This approach recognizes that literacy skills are essential for academic success and are required in all aspects of learning, including math, science, social studies, and beyond. By integrating literacy instruction into every subject area, students not only improve their reading and writing abilities but also deepen their understanding of content and become more proficient communicators. This includes professional development, assessment tools, intervention programs, and technology integration. Math Intervention and Supports focus on providing targeted assistance to students who struggle with mathematical concepts and skills. Recognizing that math skills are essential for academic success and future career opportunities, these interventions aim to ensure that all students can achieve proficiency in math. Additionally, PUHSD has reduced class sizes in all reading intervention sections to further support literacy development, as well as sections to support students not meeting grade level standards in math.	\$4,408,066.00	Yes
1.2	Instructional Technology	Technology integration in education refers to the incorporation of digital tools, devices, and resources into teaching and learning practices to enhance educational experiences and outcomes. It encompasses various components, including hardware, software, software platforms, and professional development for educators and students. Technology	\$2,966,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integration aims to provide students with instant access to a vast amount of information and resources, fostering personalized learning experiences that cater to individualized needs, preferences, and learning styles.		
1.3	English Learner Supplemental Services	Provide supplemental opportunities for monitoring and interventions specific to English Learners that include professional development for teachers and EL teacher leads using the newly adopted Ellevation platform. Teachers will analyze student achievement data, identify learning gaps and essential standards that students need to improve on, and implement strategies from the Ellevation Platform that will improve student performance. Ellevation strategies allow teachers to identify students who are Long Term English Learners (LTELs) and modify instructional approaches and strategies to meet the needs of LTELs. PUHSD offers a Structured English Immersion Program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. Class size reduction focusing on Newcomers and EL I,II,III has offered teachers an opportunity to provide more targeted support and instruction.	\$1,276,873.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will graduate from high school prepared for post-secondary and career options.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Perris Union High School District places a strong emphasis on all students having a post-secondary plan by the time they graduate. Our students’ college and career readiness is more important now than ever before. Over 70% percent of the jobs in this country require post-secondary training. The benefits of academic achievement directly translate not only into meaningful careers, but also into higher future incomes for our students. For these reasons, college and career readiness is one of the top priorities in the Perris Union High School District. We want to ensure that all students graduate ready for college and/or the 21st Century workforce. It is imperative that our students have the knowledge and tools to navigate their way through the many career paths and college choices that are available to them as they transition into young adults. There is not one single path that suits every student. We want to ensure that every student has a plan for success upon completion of high school. This means we will continually engage students in activities that expose them to the tools and resources available to support planning for their future. College and career readiness are a key part of the instructional programs throughout middle school and high school. To measure the success of students in this pursuit, the metrics identified for Goal #2 align to the necessary skills and abilities needed to be successful in post-secondary endeavors for all students such as Action 2.1 that would provide expanded opportunities for remediation, acceleration, and enrichment to college and career readiness. Action 2.4 would also provide training and support for students to develop college and career skills necessary for success in high school and postsecondary education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Graduation Rate	CA Dashboard (2022-23) Graduation Rate All Students: 91.6% English Learners: 85.6%	Districtwide: 94.2% Student Subgroups: African American: 95.3%		CA Dashboard Target Graduation Rate All Students: 95% English Learners: 89%	Districtwide: 2.6 Student Subgroups: African American: 10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 84.6% Homeless: 80.9% SED: 91.3% SWD: 78.3% African American: 84.7% Hispanic: 91.8% White: 90.7%	Asian: 95.1% Filipino: 94.6% Hispanic: 94.1% Socioeconomically Disadvantaged (SED): 94% White: 93.8% Homeless: 93.8% Two or More Races: 94.6% Long-Term English Learners (LTEL): 90.5% Students with Disabilities (SWD): 84.3% English Learners (EL): 86.5% Foster Youth: 78.9% 23-24		Foster Youth: 88% Homeless: 85% SED: 96% SWD: 83% African American: 89% Hispanic: 95% White: 94%	Asian: -4.9% Filipino: 0% Hispanic: 2.2% Socioeconomically Disadvantaged (SED): 2.7% White: 3.1% Homeless: +12.8% Two or More Races: -0.2% Long-Term English Learners (LTEL): 2.5% Students with Disabilities (SWD): 6.1% English Learners (EL): 0.9% Foster Youth: -5.7%
2.2	LEA A-G Completion Rate: All Students	Districtwide Overall (All Students): 39.7% Student Subgroups (selected): English Learners (EL): 28.3% Foster Youth (FOS): 25.0% Homeless (HOM): 24.2% Socioeconomically Disadvantaged (SED): 39.3%	Districtwide Overall (All Students): 41.4% All Students: 41.4% Student Subgroups (selected): English Learners (EL): 30.7% Foster Youth (FOS): 27.7%		Dashboard Additional Reports Target A-G Completion Rate All Students: 42% English Learners: 17% Foster Youth: 12% Homeless: 27% SED: 39% SWD: 15% African American: 38%	Districtwide: +1.7% Student Subgroups (selected): English Learners (EL): +2.4% Foster Youth (FOS): +2.7% Homeless (HOM): +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): 20.9% African American (AA): 33.8% Asian (AS): 51.5% Filipino (FI): 56.8% Hispanic (HI): 39.2% Multiple Races (MR): 41.3% Pacific Islander (PI): 28.5% White (WH): 47.4% Long-Term English Learners (LTEL): 30.2%	Homeless (HOM): 25.9% Socioeconomically Disadvantaged (SED): 41.3% Students with Disabilities (SWD): 28.3% African American (AA): 34.4% Asian (AS): 53.7% Filipino (FI): 62.1% Hispanic (HI): 41.6% Multiple Races (MR): 41.4% Pacific Islander (PI): 29.3% White (WH): 48.5% Long-Term English Learners (LTEL): 31.4%		Hispanic: 39% White: 50%	Socioeconomically Disadvantaged (SED): +2% Students with Disabilities (SWD): +7.4% African American (AA): +0.5% Asian (AS): +1.2% Filipino (FI): +5.3% Hispanic (HI): +2.4% Multiple Races (MR): +0.1% Pacific Islander (PI): +0.8% White (WH): +1.1% Long-Term English Learners (LTEL): +1.2%
2.3	LEA Percentage of pupils who have completed both A-G and CTE	Data Quest % A-G and CTE Completer (2022-23) All Students: 7.1% English Learners: 3.9% Foster Youth: 3.8% Homeless: 5.2% SED: 6.8% SWD: 0.9% African American: 3.2% Hispanic: 7.0% White: 7.5%	Data Quest % A-G and CTE Completer (2023-24) All Students: 7.6% English Learners: 2.7% Foster Youth: 2.6% Homeless: 6.6% SED: 7.2% SWD: 1.6%		Data Quest % A-G and CTE Completer Target All Students: 17% English Learners: 13% Foster Youth: 13% Homeless: 15% SED: 16% SWD: 10% African American: 13%	Data Quest % A-G and CTE Completer (2023-24) All Students: +.5% English Learners: -1.1% Foster Youth: -1.2% Homeless: +.2% SED: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 7.3% Hispanic: 7.2% White: 8.6%		Hispanic: 17% White: 17%	SWD: 1.6% African American: 4.1% Hispanic: 0+.2% White: +1.1%
2.4	LEA EAP Scores: All 11th grade students	EAP ELA Scores (2022-23) English Language Arts EAP ELA College Ready (Standard Exceeded) All Students- 16% English Learners (Ever ELs)- 11.46% Homeless- 10.87% Socioeconomically Disadvantaged-12.90% Students with Disabilities- 3.51% African American- 14.20% Hispanic- 12.92% White- 21.16% EAP ELA College Ready Conditional (Standard Met) All Students- 29.48% English Learners (Ever ELs)- 23.27% Homeless- 26.09% Socioeconomically Disadvantaged-27.02%	EAP ELA Scores (2022-23) English Language Arts EAP ELA College Ready (Standard Exceeded) All Students 19.07% English Learners 11.30% Foster Youth 0.00% Homeless 14.74 SED 14.93% SWD 2.69% African American 13.21% Hispanic 14.76% White 29.53% EAP ELA College Ready Conditional (Standard Met) All Students 31.56%		EAP ELA Target Scores English Language Arts EAP ELA College Ready (Standard Exceeded) All Students: 21% English Learners: 16% Homeless: 15% SED: 17% SWD: 8% African American: 19% Hispanic: 18% White: 28% EAP ELA College Ready Conditional (Standard Met) All Students: 34% English Learners: 28% Homeless: 31% SED: 32% SWD: 19%	EAP ELA College Ready – Standard Exceeded All Students: +3.07% English Learners: –0.16% Foster Youth: ±0.00% Homeless: +3.93% SWD: –0.82% African American: –0.99% Hispanic: +1.84% White: +8.37% EAP ELA College Ready Conditional – Standard Met All Students: +2.08% English Learners: +6.37% Foster Youth: +33.30% Homeless: –4.07% SED: +4.20% SWD: –2.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities- 13.74%</p> <p>African American- 32.54%</p> <p>Hispanic- 33.33%</p> <p>White- 34.20%</p> <p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 2.82%</p> <p>English Learners (Ever ELs)- 1.59%</p> <p>Homeless- 1.10%</p> <p>Socioeconomically Disadvantaged-1.86%</p> <p>Students with Disabilities- 0%</p> <p>African American- 3.01%</p> <p>Hispanic- 1.77%</p> <p>White- 4.12%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 20.36%</p> <p>English Learners (Ever ELs)- 7.95%</p> <p>Homeless- 6.59%</p> <p>Socioeconomically Disadvantaged-8.57%</p> <p>Students with Disabilities- 0.96%</p>	<p>English Learners 29.64%</p> <p>Foster Youth 33.30%</p> <p>Homeless 22.11%</p> <p>SED 31.26%</p> <p>SWD 11.04%</p> <p>African American 27.67%</p> <p>Hispanic 31.60%</p> <p>White 33.92%</p> <p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students 3.50%</p> <p>English Learners 2.40%</p> <p>Foster Youth 0.00%</p> <p>Homeless 1.04%</p> <p>SED 2.63%</p> <p>SWD 0.30%</p> <p>African American 6.30%</p> <p>Hispanic 2.07%</p> <p>White 5.28%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students 10.88%</p>		<p>African American: 37%</p> <p>Hispanic: 38%</p> <p>White: 39%</p> <p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students: 8%</p> <p>English Learners: 5%</p> <p>Homeless: 5%</p> <p>SED: 5%</p> <p>SWD: 3%</p> <p>African American: 8%</p> <p>Hispanic: 6%</p> <p>White: 7%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students: 26%</p> <p>English Learners: 13%</p> <p>Homeless: 12%</p> <p>SED: 14%</p> <p>SWD: 5%</p> <p>African American: 25%</p> <p>Hispanic: 13%</p> <p>White: 17%</p>	<p>African American: -4.87%</p> <p>Hispanic: -1.73%</p> <p>White: -0.28%</p> <p>EAP Math College Ready - Standard Exceeded</p> <p>All Students: +0.68%</p> <p>English Learners: +0.81%</p> <p>Foster Youth: ±0.00%</p> <p>Homeless: -0.06%</p> <p>SED: +0.77%</p> <p>SWD: +0.30%</p> <p>African American: +3.29%</p> <p>Hispanic: +0.30%</p> <p>White: +1.16%</p> <p>EAP Math College Ready Conditional - Standard Met</p> <p>All Students: -9.48%</p> <p>English Learners: -1.17%</p> <p>Foster Youth: ±0.00%</p> <p>Homeless: -0.34%</p> <p>SED: +0.42%</p> <p>SWD: +5.29%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American-20.48% Hispanic-8.24% White- 12.35%	English Learners 6.78% Foster Youth 0.00% Homeless 6.25% SED 9.39% SWD 6.25% African American 7.55% Hispanic 9.07% White 18.77%			African American: -12.93% Hispanic: +0.83% White: +6.42%
2.5	LEA CTE Course Completers (who are part of the graduation cohort)	CTE Course Completer Target Per data Quest (2022-23) All Students 12.40% English Learners 10.30% Foster Youth 0.00% Homeless 7.20% SED 12.60% SWD 5.3 African American 10.50% Hispanic 13.10% White 10.60%	CTE Course Completer Target Per data Quest (2023-24) All Students 14.90% English Learners 10.10% Foster Youth 10.50% Homeless 16.00% SED 14.70% SWD 9.10% African American 14.10% Hispanic 15.00% White 15.90%		CTE Course Completer Target Data Quest All Students: 22% English Learners: 20% Homeless: 17% SED: 22% SWD: 15% African American: 20% Hispanic: 13% White: 20%	CTE Course Completer Progress All Students: +2.50% English Learners: -0.20% Foster Youth: +10.50% Homeless: +8.80% SED: +2.10% SWD: +3.80% African American: +3.60% Hispanic: +1.90% White: +5.30%
2.6	College and Career Indicator (CCI)	CA Dashboard CCI Indicator (2022-23)	Prepared 34.40%		CA Dashboard CCI Indicator Target	College and Career Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Prepared: 32.4% Approaching Prepared: 20.8% Not Prepared: 46.9% English Learners: 10% Foster Youth: 11.5% Homeless: 20.2% SED: 29.3% SWD: 5.3% African American: 25% Hispanic: 28.7% White: 41.4%	Approaching Prepared 19.90% Not Prepared 45.70% English Learners 10.30% Foster Youth 10.50% Homeless 20.90% SED 32.00% SWD 8.60% African American 37.00% Hispanic 30.20% White 38.80%		Prepared: 42% Approaching Prepared: 30% Not Prepared: 28% English Learners: 20% Foster Youth: 21% Homeless: 30% SED: 39% SWD: 15% African American: 35% Hispanic: 38% White: 51%	(CCI) – Prepared Rate All Students: +2.00% English Learners: +0.30% Foster Youth: –1.00% Homeless: +0.70% SED: +2.70% SWD: +3.30% African American: +12.00% Hispanic: +1.50% White: –2.60%
2.7	LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2022-23) 1,980 total students English Learners: 5.56% Foster Youth: 0.56% Homeless: 7.24% SED: 77.17% SWD: 2.47% African American: 7.93% Hispanic: 76.62% White: 7.85%	District-wide AVID Participation Rate (2023-2024): 2075 total students English Learners 4.19% Foster Youth 2.07% Homeless 4.14% SED 18.60% SWD 3.52% African American 9.03% Hispanic 82.94% White 8.03%		Local AVID Participation Rate Target Maintain student enrollment 2200-2300 English Learners: 17% Foster Youth: 10% Homeless: 17% SED: 87% SWD: 12% African American: 17% Hispanic: 86% White: 17%	AVID Participation Rate English Learners: –1.37% Foster Youth: +1.51% Homeless: –3.10% SED: –58.57% SWD: +1.05% African American: +1.10% Hispanic: +6.32% White: +0.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	LEA AP Scores	AP Data Local Pass Rate (2022-23): All Students: 37.66% English Learners: 2.08% Foster Youth: 0% Homeless: 2.36% SED: 67.08% SWD: 0.69% African American: 3.61% Hispanic: 58.61% White: 14.03%	AP Data Local Pass Rate (2023-24): All Students: 33.18% English Learners: 2.57% Foster Youth: 2.47% Homeless: 2.78% SED: 12.92% SWD: 1.52% African American: 7.66% Hispanic: 74.18% White: 18.16%		AP Data Local Pass Rate All Students: 40% English Learners: 5% Foster Youth: 3% Homeless: 5% SED: 70% SWD: 3% African American: 7% Hispanic: 62% White: 17%	AP Pass Rate All Students: – 4.48% English Learners: +0.49% Foster Youth: +2.47% Homeless: +0.42% SED: +5.64% SWD: +0.83% African American: +4.05% Hispanic: +15.57% White: +3.55%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024-25, Perris Union High School District (PUHSD) advanced its multi-faceted efforts to ensure all students graduate prepared for college and careers. The majority of planned actions under Goal 2 were implemented, though the depth and consistency of implementation varied across sites due to staffing transitions, capacity differences, and operational challenges.

Action 2.1 – Student Support and Interventions

PUHSD expanded access to credit recovery and acceleration through extended learning programs such as Scholar Saturdays, credit recovery (via Graduation Alliance and Edgenuity), and intervention sections during the school day. These strategies contributed to a districtwide graduation rate of 94.2% (Green)—an increase of 2.6%. Notably, the district saw significant gains among:

- African American students: 95.3% (+10.6%)
- Homeless students: 93.8% (+12.8%)
- Students with Disabilities: 84.3% (+6.1%)

A key implementation shift involved aligning extended learning with credit completion and postsecondary planning, ensuring interventions

were not only remedial but also preparatory. However, transportation limitations, inconsistent staffing, and uneven student participation at some school sites limited the scalability and effectiveness of these supports.

Action 2.2 – Career Technical Education (CTE) Pathways

PUHSD made progress expanding CTE access and quality, with the CTE Course Completer rate increasing to 14.9% (from 12.4%).

Improvements were observed among:

- Foster Youth: 10.5% (up from 0%)
- Students with Disabilities: 9.1% (up from 5.3%)
- Filipino students: 14.1%
- White students: 15.9%

CTE program implementation continued with a focus on expanding access, resources, and instructional quality. Facilities and equipment upgrades, along with professional development for CTE instructors, supported ongoing growth in pathway offerings. However, one area of difficulty was accurate tracking of CTE pathway completion data, which affected reporting for the College and Career Indicator (CCI). While access to CTE courses increased, completion rates and industry alignment varied by pathway. The district recognized the need to strengthen pathway coherence and ensure that curriculum aligns with labor market needs and certification opportunities. Facilities upgrades were not completed at the originally planned scale due to budget constraints and procurement delays, leading to slower progress in some programs.

Action 2.3 – College and Career Readiness Counseling and Supports

Implementation of AVID, FAFSA/CA Dream Act workshops, dual enrollment, and college readiness events strengthened PUHSD's postsecondary guidance system. The College and Career Indicator (CCI) rose to 34.4% (Yellow), a 2% gain from the prior year. Performance improvements included:

- Filipino students: 71.2% Prepared (Blue)
- African American students: 37% Prepared (Green)
- Students with Disabilities: 8.6% (+3.3%)

However, Long-Term English Learners (9%), Foster Youth (10.5%), and English Learners (10.3%) continue to show significant readiness gaps. One key challenge was counselor turnover at several school sites, which impacted continuity and access to individualized guidance. To address this, PUHSD is enhancing counselor onboarding, expanding training in the RCOE Comprehensive Counseling Program, and standardizing college/career planning protocols across schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Difference between Budgeted \$6,788,363 and Estimated Actual Expenditures \$6,427,751 is \$360,612

Justification:

This action supported strong graduation outcomes (+2.6%, reaching 94.2%), especially for historically underserved student groups. However, expenditures were lower than budgeted due to staffing shortages and reduced participation in extended learning programs at several sites.

Transportation barriers and limited site capacity restricted the number of students able to access after-school and weekend academic supports. In addition, some intervention sections were not implemented as planned, resulting in lower-than-expected costs for salaries and benefits. These challenges affected the full implementation and scope of services, particularly for students requiring intensive credit recovery and re-engagement.

2.2 Difference between Budgeted \$4,533,058 and Estimated Actual Expenditures \$4,426,445 is \$106,613

Justification:

While this action increased CTE access and contributed to a rise in the CTE Completer rate (+2.5%, reaching 14.9%), delays in facilities upgrades and equipment procurement resulted in lower-than-expected capital expenditures. Additionally, some professional development sessions and CTE stipends were either postponed or underutilized, leading to reduced staffing-related costs. The district also identified gaps in accurate pathway tracking, which limited the full capture of CCI-qualified completions. Strengthening data infrastructure and pathway coherence remains a fiscal and instructional priority moving forward.

2.3 Difference between Budgeted \$2,878,153 and Estimated Actual Expenditures \$3,783,328 is (\$905,175)

Justification:

The expenditure overage reflects a strategic expansion of AVID programming and increased staffing costs for counselor support, necessary to sustain progress in college and career readiness (CCI increased to 34.4%). AVID tutor positions originally funded from external sources were absorbed into this action to ensure consistent support for underperforming students. Furthermore, the district invested in onboarding, training, and supplemental hours for counselors, addressing turnover at key sites and minimizing disruption to postsecondary planning services. These additional costs were critical in maintaining equitable access to advising for subgroups like Long-Term English Learners (9% prepared) and Students with Disabilities (8.6% prepared), whose support needs required immediate and sustained intervention.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Perris Union High School District (PUHSD) remains committed to ensuring all students graduate prepared for postsecondary success. In 2023–24, the district made measurable progress toward this goal through actions centered on academic intervention, CTE expansion, and comprehensive college and career readiness supports. However, performance data and subgroup outcomes indicate that effectiveness varied across the actions.

Action 2.1 – Student Support and Interventions

Effectiveness: Highly Effective

This action directly contributed to improved graduation outcomes districtwide. PUHSD increased its overall graduation rate by 2.6%, reaching 94.2% (Green). Subgroup gains included:

- African American students: 95.3% (+10.6%)
- Homeless students: 93.8% (+12.8%)
- Students with Disabilities (SWD): 84.3% (+6.1%)

Extended learning opportunities, including Scholar Saturdays, Edgenuity, and Graduation Alliance, enabled more students to recover credits and meet graduation requirements. The alignment of intervention efforts with graduation planning proved effective in closing gaps for students most at risk of not graduating.

However, while graduation rates rose, A–G completion increased only marginally from 39.7% to 41.4%, and combined A–G and CTE completers remained low at 7.6%. These trends suggest that many students are meeting minimum graduation requirements without completing rigorous postsecondary preparation pathways. Further integration of college-aligned interventions and earlier identification of students needing credit support is warranted.

Action 2.2 – Career Technical Education (CTE) Pathways

Effectiveness: Moderately Effective

- CTE access expanded in 2023–24, and the CTE Completer rate increased from 12.4% to 14.9%, with strong growth for:
- Foster Youth: 10.5% (up from 0%)
- Students with Disabilities: 9.1% (up from 5.3%)
- Hispanic students: 15%
- White students: 15.9%

Despite increased participation, challenges in data accuracy and pathway tracking impacted the district’s ability to document CCI-qualified pathway completion. Moreover, inconsistencies in pathway quality and alignment with certifications and labor market needs limited long-term impact. This action laid a solid foundation, but to improve effectiveness, PUHSD must ensure pathway coherence, reinforce SIS-based tracking, and strengthen counselor and CTE staff training in program sequencing and student monitoring.

Action 2.3 – College and Career Readiness Counseling and Supports

Effectiveness: Moderately Effective

This action led to a 2% increase in the College and Career Indicator, reaching 34.4% (Yellow). Significant subgroup progress included:

- Filipino students: 71.2% (Blue)
- African American students: 37% (Green)
- SWD: +3.3% improvement
- SED: +2.7% improvement

Successes were driven by AVID expansion, FAFSA/CA Dream Act workshops, dual enrollment, and college advising. However, subgroup disparities remain stark:

- Long-Term English Learners (LTELs): 9% Prepared (Red)
- Students with Disabilities: 8.6% Prepared
- Foster Youth: 10.5% Prepared

Counselor turnover at multiple school sites also disrupted program continuity and limited sustained impact. These outcomes point to the need

for increased support structures, targeted advising, and an onboarding model for new counselors to ensure that all students—especially those furthest from opportunity—have access to consistent college and career planning.

Goal 2 actions yielded meaningful progress in graduation outcomes and postsecondary readiness for several key subgroups. However, the district must now focus on closing persistent equity gaps, strengthening program coherence, and improving data accuracy and counselor capacity to ensure all students—not just some—are equipped for college and career success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of outcome data analysis, reflection on implementation challenges, and feedback from educational partners, PUHSD has made several important adjustments to LCAP Goal 2 to better support students' post-secondary and career readiness in the 2025–26 school year.

Action 2.1: Student Support and Interventions

Continued Emphasis on Early Exposure and Vertical Alignment: PUHSD will strengthen articulation with feeder middle schools to build college and career awareness earlier in students' academic journey. This includes shared data analysis, alignment of math instruction, and exposure to post-secondary planning tools prior to high school. These efforts aim to improve early preparation and reduce the need for remediation later in high school.

Action 2.2: Career Technical Education (CTE) Pathways

Strengthened Alignment Between Academic and CTE Pathways: To address inconsistent CTE pathway completion rates and improve CCI outcomes, PUHSD will enhance alignment between academic coursework and CTE programs. This includes ensuring coherent course sequencing, integrating A–G and pathway completion planning, and increasing access to industry certification preparation. Additional training on SIS tracking tools will be provided to improve the accuracy of CTE pathway data and support CCRI reporting.

Action 2.3: College and Career Readiness Counseling and Supports

Expanded Postsecondary Preparation Supports: In response to continued gaps in CCI readiness, particularly among Foster youth, Long-Term English Learners and Students with Disabilities, PUHSD will expand support structures. Planned improvements include workshops on FAFSA/CA Dream Act completion, SAT/ACT prep, and college application processes. The district also aims to expand work-based learning and internship opportunities, with special attention to students in alternative education settings.

Increased Counselor Capacity and Training: PUHSD will launch a structured onboarding and mentoring program for new counselors and continue staff development through the RCOE Comprehensive Counseling Program. Training will emphasize equity-focused advising, A–G completion, and CTE pathway planning to ensure consistent, informed support for all students

These adjustments underscore PUHSD's ongoing commitment to closing equity gaps in post-secondary readiness and ensuring that every graduate has the academic preparation, guidance, and real-world experience to pursue a successful future.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Support and Interventions	Provide educational opportunities by offering additional avenues for remediation, acceleration, and enrichment to enhance college and career readiness. This involves implementing programs or activities designed to address academic gaps, accelerate learning for advanced students, and provide enrichment opportunities to further engage and challenge students. By continuing the extended the instructional day, schools can offer additional support, instruction, and enrichment activities that contribute to students' overall academic success and preparedness for post-secondary education and careers.	\$6,963,615.00	Yes
2.2	CTE Pathways	Provide opportunities for students to engage in and complete Career Technical Education (CTE) pathways. This includes expanding access to CTE courses, ensuring adequate resources and materials for CTE programs, providing professional development for CTE teachers and upgrading facilities to support CTE instruction. align CTE curriculum and practices also need to align with industry standards, ensuring that students receive relevant and up-to-date training that prepares them for success in their chosen career fields.	\$4,183,077.00	Yes
2.3	College & Career Readiness	Allocate resources, provide training, and offer support to develop and sustain a comprehensive counseling program dedicated to fostering college and career readiness. This encompasses the establishment of work-based learning opportunities, AVID participation, and internships.	\$3,845,578.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All departments and sites will provide a safe and positive environment for staff and students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal, actions and services along with the metrics was developed in collaboration and in partnership with our Educational Partners to address the overall well being of all staff and students. Research shows that social and emotional factors have the strongest impact on academic learning, affecting motivation and commitment, behavior, and performance. As a result, students participating in SEL programs demonstrated improved classroom behavior, an increased ability to manage stress and depression, and had better perceptions about themselves, others, and school. Specifically addressing these components can change how much, and how well everyone including students, families, and staff, thrive and achieve.

Consequently, we will focus on identifying universal support for all students in Tier 1, which encompasses the entire school with core instructions and basic interventions to build positive relationships between staff and students. Targeted support and intensive support for students who need a more individualized plan. We know that some of our students will need a little extra assistance in meeting social and emotional and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings. We also know that some of our students will have significant challenges that will not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students that individualized support they need.

The research also shows that district-wide SEL implementation is the most effective and sustainable, when it starts with the adults first. Teachers with stronger SEL competencies have more positive relationships with students, manage their classrooms more effectively, have lower stress and increased job satisfaction, and implement SEL programs for students with greater fidelity. By integrating these actions and metrics, we aim to create a cohesive and comprehensive SEL framework that supports the well-being and academic success of all students. The metrics will allow us to monitor progress, make data-driven decisions, and adjust our strategies as needed to ensure that the goal is achieved. This collaborative approach, grounded in research and continuous improvement, will help build a thriving educational community where students, families, and staff can succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LEA Suspension Rate	<p>Suspension Rate: Ca Dashboard Data Quest (22-23): All Students: 6.4%</p> <p>Subgroup: English Learners: 8.2% Foster Youth: 15.9% Homeless: 8.4% SED: 9.6% African American: 10.1% SWD: 9.6%</p> <p>Data Quest for the 2023-2024 school year is not available.</p> <p>Infinite Campus: as of April 30, 2024. Local Indicator: English Learners: 10.12% Foster Youth: 15.8% Homeless: 7.6% SED: 0% African American: 7.84% SWD: 12.4%</p>	<p>Suspension Rate: Ca Dashboard Data Quest (23- 24) All Students: 3.4%</p> <p>Subgroup English Learners: 5.6% Foster Youth: 10% Homeless: 5.1% SED: 4.1% African American: 5.2% SWD: 5.8%</p>		<p>Suspension Rate: Data Quest (25- 26): All Students: 3.25%</p> <p>Local Indicator: English Learners: 9.5% Foster Youth: 12.4% Homeless: 5.3% SED: 7.8% African American: 5.9% SWD: 7.3 %</p>	<p>Suspension Rate: Ca Dashboard Data Quest (23- 24) All Students: declined 3%</p> <p>Subgroup LTEL: -2.7% EL: -2.6% Foster Youth: -6% Homeless: -3% SED: -3.7% African American: - 4.8% SWD: -3.7%</p>
3.4	Expulsion Rate	<p>Indicator Expulsion Rate: Data Quest (22-23): All Students: 0.1%</p> <p>Local Indicator: African American: 0.0%</p>	<p>Indicator Expulsion Rate: Data Quest (23- 24): All Students: 0.0%</p> <p>Local Indicator:</p>		<p>Indicator Expulsion Rate: Data Quest: (25- 26) All Students: 0%</p> <p>Local Indicator:</p>	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 0.1% Foster Youth: 0.0% SED: 0% Currently (23-24): 0%	African American: 0.0% English Learners: 0.0% Foster Youth: 0.0% SED: 0%		African American: 0.0% English Learners: 0.0% Foster: 0.0% SED: 0%	
3.5	Middle School Dropout Rate All Students	Middle School Dropout Rate: Local SIS (22-23): 0% No data to report yet for the 23-24 school year.	Middle School Dropout Rate: 0%		Middle School Dropout Rate: Local SIS: 0%	0
3.6	High School Dropout Rate All Students	High School Dropout Rate: Data Quest (22-23): 6.5%	High School Dropout Rate: Data Quest (23-24): 6.9%		High School Dropout Rate: Data Quest: 4.2%	+ .4%
3.7	LEA Attendance Rate All Students	LEA Attendance Rate: Infinite Campus (22-23): 89.2% (Grades 9-12) Infinite Campus (22-23): 87.52% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 87.02%	LEA Attendance Rate: Infinite Campus (23-24): 88.88% (Grades 9-12) Infinite Campus (23-24): 88.62% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 88.86%		LEA Attendance Rate: Infinite Campus: 90.2% (Grades 9-12) Infinite Campus: 90.5% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 96.13%	LEA Attendance Rate: Infinite Campus (23-24): -0.4% (Grades 9-12) Infinite Campus (23-24): 1.1% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): +1.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Chronic Absenteeism Rate	<p>Chronic Absenteeism Rate: CA Dashboard (22-23): All Students: 47.8% (Grades 7-8 PMS) English Learner: 44% African American: 58.5% SED: 48.4% Hispanic: 46.8% SWD: 57.5% Homeless: 53.6%</p> <p>Chronic Absenteeism Rate: (Grades 9-12) Data Quest (22-23): All Students: 36.1% (Grades 9-12)</p>	<p>Chronic Absenteeism Rate: CA Dashboard (23-24):</p> <p>All Students: 41.8% (Grades 7-8 PMS) English Learner: 40.3% African American: 50% SED: 42.4% Hispanic: 40.9% SWD: 46.9% Homeless: 57.9% Foster: No Data to display for privacy</p>		<p>Chronic Absenteeism Rate: CA Dashboard: All Students: 45.2% (Grades 7-8 PMS) English Learner: 32.6% African American: 45.7% SED: 38.9% Hispanic: 40.8% SWD: 52.5% Homeless: 48.7%</p> <p>Chronic Absenteeism Rate: (Grades 9-12) Data Quest (25-26): All Students: 33% (Grades 9-12)</p>	<p>Chronic Absenteeism Rate: CA Dashboard (23-24):</p> <p>All Students: -6.0% (Grades 7-8 PMS) English Learner: -3.7% LTEL: -2.4 African American: -8.5% SED: -6% Hispanic: -5.9% SWD: -10.6% Homeless: +4.3% Foster: No Data to display for privacy</p>
3.9	Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero		Local Indicator: Incidents: Zero	0
3.10	School Climate Survey	Local Indicator: California Healthy Kid Survey (2023-2024) : 4,192 7th graders: 467 9th graders: 1,995 11th graders: 1,730	Local Indicator: California Healthy Kid Survey (2024-25) : 4602 7th graders: 483 9th graders: 2339 11th graders: 1780		Local Indicator: California Healthy Kid Survey: 7th graders: 500 9th graders: 2,100 11th graders: 1,960	Local Indicator: California Healthy Kid Survey (2024-25) : +410 7th graders: +16 9th graders: +344 11th graders: +50

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School Safety respondents felt safe at school: 7th graders: 52% 9th graders: 56% 11th graders: 54%</p> <p>School Connectedness: 7th graders: 49% 9th graders: 48% 11th graders: 47% Respondents felt connected to school.</p>	<p>School Safety respondents felt safe at school: 7th graders: 51% 9th graders: 59% 11th graders: 63%</p> <p>School Connectedness: 7th graders: 45% 9th graders: 51% 11th graders: 51% Respondents felt connected to school.</p>		<p>School Safety respondents felt safe at school: 7th graders: 54% 9th graders: 58% 11th graders: 56%</p> <p>School Connectedness: 7th graders: 51% 9th graders: 50% 11th graders: 49% Respondents felt connected to school.</p>	<p>School Safety respondents felt safe at school: 7th graders: -1% 9th graders: +3% 11th graders: +9%</p> <p>School Connectedness: 7th graders: -4% 9th graders: +3% 11th graders: +4% Respondents felt connected to school.</p>

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3: All departments and sites will provide a safe and positive environment for staff and students.

In 2024-25, PUHSD implemented a range of actions designed to support student well-being, safety, engagement, and social-emotional development through a multi-tiered system of supports. While all actions under Goal 3 were initiated, implementation fidelity varied across sites due to staffing, capacity, and infrastructure limitations. Progress was evident in suspension rate reductions and targeted behavioral supports, though chronic absenteeism and site-to-site program variability remain areas of concern.

Action 3.1: Enhancing Student Support and Engagement

This action was partially implemented. PUHSD provided athletic stipends and increased support for after-school programs and student organizations to expand access to enrichment and engagement opportunities. These supports were designed to enhance school connectedness and promote positive school climate.

However, the BARR program is only implemented at Perris High School and not at other sites as originally planned. The limited rollout restricted the district's ability to assess its broader impact on Tier 1 student-staff relationships and academic behavior. Staffing shortages also affected the consistency of after-school academic support and club activities, especially at alternative and smaller sites.

Successes included increased student participation in extracurriculars at comprehensive sites and positive student feedback on after-school offerings. Climate survey data reflected improved connectedness where enrichment activities were sustained.

Action 3.2: Attendance Matters – The Key to Academic Achievement and Wellbeing

This action was moderately implemented. PUHSD deployed Attendance Specialists and Community Liaisons to provide proactive outreach, home visits, and family engagement strategies. These staff supported the identification of attendance barriers and coordinated Tiered re-engagement strategies across school sites.

While the chronic absenteeism rate declined by 7.5%, it remained high overall at 40.3%, with significantly elevated rates among Homeless (57.9%), African American (50%), and LTEL (43.4%) students. Implementation challenges included site-level variability in tracking protocols, case management systems, and access to real-time data for targeted intervention.

Successes included notable attendance improvements among Students with Disabilities (–10.6%) and African American students (–8.5%). Schools with strong family engagement teams and consistent follow-up structures demonstrated greater gains.

Action 3.3: Securing School Environments

This action was implemented as planned. PUHSD maintained School Resource Officers (SROs), campus security, and improved safety protocols through collaboration between risk management, facilities, and school administration. Some sites completed facilities upgrades to improve campus security infrastructure.

Challenges included occasional staffing shortages that impacted supervision coverage and delays in procurement and installation of safety equipment. Nevertheless, school sites maintained baseline safety expectations, and the district effectively coordinated safety drills and emergency response planning.

This action supported a 3% decrease in the district's suspension rate, moving the district from Yellow to Blue on the CA Dashboard. Multiple subgroups showed reductions in suspensions, including Foster Youth, African American students, and Socioeconomically Disadvantaged students.

Action 3.4: Fostering Social and Emotional Health for Educational Success

This action was implemented with moderate consistency. The district maintained fully staffed Wellness Centers at comprehensive high schools and delivered mental health services through ERMHS staff, social workers, and substance abuse counselors. SEL supports were embedded into Tier 2/3 systems, and training was offered to staff in trauma-informed care and risk assessment protocols.

However, rising student needs and limited availability of licensed mental health providers stretched the system's capacity. Smaller and alternative school sites had more limited access to wellness services, and a fully integrated Tier 1 SEL curriculum is still in development.

Successes include increased student use of Wellness Centers and improved capacity for Tier 2/3 behavioral support. Staff professional development increased awareness of social-emotional learning, and student/staff relationships improved in many schools due to a more proactive approach to mental health.

Action 3.5: LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs

PUHSD implemented a multi-tiered approach to improving student engagement and school climate, with a continued emphasis on reducing exclusionary discipline through Alternatives to Suspension (ATS) and restorative practices. This action is funded through the Learning Recovery Emergency Block Grant (LREBG) and carried out across all comprehensive high school campuses.

ATS programs included structured re-entry meetings, restorative circles, and student reflection protocols. All sites maintained implementation aligned to the districtwide Restorative Practices framework. These interventions were supported by professional development for counselors and site administrators, as well as alignment with site-based Wellness Center services.

There were no major deviations from the original plan; however, staffing capacity and training consistency varied slightly by site, impacting the depth of implementation in some locations. Despite this, schools were largely successful in scaling ATS and integrating restorative strategies into their behavior response systems.

Action 3.6: High School Dropout Prevention

Although multiple wellness and engagement supports were implemented (e.g., Wellness Centers, SST systems, counseling), the slight uptick in the dropout rate suggests that these strategies did not fully reach the most vulnerable students. This includes students at alternative education sites (e.g., Perris Lake HS, Scholar+), where dropout risks are historically higher.

Action 3.8: Chronic Absenteeism Intervention

The decline reflects some effectiveness of new systems (such as the dedicated Coordinator of Attendance, expanded data tools, and site-level interventions). However, chronic absenteeism remains a critical challenge, especially among historically underserved groups. Interventions may not have been implemented with consistent intensity across all school sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Difference between Budgeted \$4,133,255 and Estimated Actual Expenditures \$4,096,764 is \$36,491

Justification:

This minor variance is primarily due to staffing limitations and incomplete implementation of planned after-school and SEL programs, including the BARR initiative, which was launched only at Perris High School. Some after-school academic supports and extracurricular activities were scaled back at smaller or alternative sites due to limited staffing, resulting in lower-than-expected personnel expenditures. Despite these variances, investments in athletic stipends and student engagement opportunities supported climate improvements at comprehensive schools.

3.2 Difference between Budgeted \$467,302 and Estimated Actual Expenditures \$452,749 is \$14,553

Justification:

Estimated actual expenditures were slightly under budget due to inconsistent staffing and uneven rollout of attendance interventions across sites. While Attendance Specialists and Community Liaisons were deployed districtwide, variability in outreach protocols and limited access to real-time attendance data systems impacted full implementation. The small underspend reflects unused funds from positions that were vacant part of the year or underutilized at certain sites.

3.3 Difference between Budgeted \$787,121 and Estimated Actual Expenditures \$831,001 is (\$43,880)

Justification:

The overage in this action reflects higher-than-anticipated costs associated with safety personnel and site-level supervision structures, which were expanded to ensure consistent implementation of safety protocols across school campuses. While the district experienced some procurement delays, additional expenditures were incurred to maintain sufficient coverage amid staffing shortages and to support targeted site needs. These investments contributed to improved perceptions of school safety and a 3% reduction in suspension rates, moving the district from Yellow to Blue on the CA Dashboard.

3.4 Difference between Budgeted \$4,865,275 and Estimated Actual Expenditures \$5,262,018 is (\$396,743)

Justification:

The overage reflects expanded implementation of Tier 2 and Tier 3 behavioral and mental health services across Wellness Centers in response to increasing student needs. Additional staffing, increased provider costs, and professional development to build site capacity in Multi-Tiered System of Supports (MTSS) contributed to the variance. While smaller and alternative sites faced challenges in staffing and service availability, larger schools absorbed additional demand through increased SEL and trauma-informed supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3: All departments and sites will provide a safe and positive environment for staff and students.

PUHSD's implementation of Goal 3 actions reflects a districtwide commitment to student well-being, safety, and social-emotional support. While each action contributed to progress, their overall effectiveness varied based on site-level execution, staffing availability, and the intensity of student need. Key outcome data—such as the decline in suspension rates and improved student access to wellness supports—suggest progress, though significant challenges such as high chronic absenteeism and uneven access to Tiered supports remain.

Action 3.1: Enhancing Student Support and Engagement

This action was partially effective based on implementation progress and available outcome data. PUHSD provided athletic stipends and expanded after-school programs and student organizations to increase student engagement. Comprehensive sites reported increased participation in extracurriculars, and site-level attendance logs confirm steady participation in after-school tutoring, ASB, and SEL events.

However, implementation was limited at smaller and alternative education sites due to staffing shortages and program sustainability challenges. The BARR program, intended to strengthen Tier 1 student-teacher relationships and academic monitoring, was implemented only at Perris High School, restricting its intended districtwide impact. California Healthy Kids Survey (CHKS) results from 2022–23 underscore the continued need for these supports, NOTE THAT 24-25 CHKS Data is unavailable:

Only 49% of students reported feeling safe at school.
Only 45.75% of students reported feeling connected to school.

Additionally, chronic absenteeism rates among key student groups remain concerning:

Homeless students: 57.9% (Red)
African American students: 50.0% (Orange)
Long-Term English Learners: 43.4% (Orange)
Socioeconomically Disadvantaged students: 42.4% (Yellow)

These metrics suggest that while access to enrichment and engagement opportunities expanded, more consistent implementation across all sites is needed to make a measurable impact on student connectedness and attendance.

Action 3.2: Attendance Matters – The Key to Academic Achievement and Wellbeing

This action demonstrated moderate effectiveness. The deployment of Attendance Specialists and Community Liaisons contributed to a 6.1% reduction in chronic absenteeism, with especially positive results for Students with Disabilities and African American students. Schools with strong home outreach systems and case management protocols saw measurable improvements.

However, the overall chronic absenteeism rate remained high at 41.8%, and key subgroups—particularly Homeless students, LTELs, and Foster Youth—continued to show significant attendance challenges. The variation in data tracking systems and site-level intervention practices limited the full impact of this action.

Action 3.3: Securing School Environments

This action was largely effective. School Resource Officers, supervision structures, and safety protocols created consistent expectations for campus security. Facilities upgrades and district-level coordination with risk management supported a safe and stable learning environment across school sites.

Effectiveness was further reflected in the 3% decline in suspension rates, with the district moving from Yellow to Blue on the CA Dashboard. Subgroups such as Foster Youth and Students with Disabilities also experienced reduced suspension rates, indicating progress in fostering safer and more inclusive environments.

Action 3.4: Fostering Social and Emotional Health for Educational Success

This action was moderately effective, particularly at comprehensive high schools where fully staffed Wellness Centers were in operation. Students accessed behavioral health services, trauma-informed supports, and substance abuse counseling, and staff received professional development to increase their SEL competencies. These supports strengthened Tier 2/3 interventions and addressed student mental health needs.

However, the growing demand for mental health services exceeded available capacity, especially at smaller and alternative sites. Additionally, the lack of a fully integrated Tier 1 SEL curriculum limited the district's ability to systematize prevention-focused SEL practices across all classrooms. Continued investment in personnel and curriculum development is needed to maximize this action's long-term impact.

Action 3.5:LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs

Action 3.5 was highly effective in improving student behavior outcomes and reducing overall suspension rates. As a result of districtwide implementation:

The district's suspension rate dropped from 6.4% to 3.4%, earning a Blue performance level on the 2023–24 California School Dashboard.

Significant reductions occurred among several high-need student subgroups:

- Foster Youth: 15.9% ? 10.0% (–6.0%)
- Students with Disabilities: 9.6% ? 5.8% (–3.7%)
- African American students: 10.1% ? 5.2% (–4.8%)
- English Learners: 8.2% ? 5.6% (–2.6%)
- Homeless youth: 8.4% ? 5.1% (–3.0%)

The restorative practices embedded in this action—such as mediation, empathy-building, and student accountability conferences—contributed to stronger relationships, reduced recidivism, and improved campus climate. The integration of ATS with Wellness Center supports also helped address underlying social-emotional factors contributing to disciplinary issues.

Summary of Effectiveness:

Most Effective: Action 3.3 successfully reduced suspension rates and improved perceptions of school safety.

- Moderately Effective: Actions 3.2 and 3.4 showed clear impact but faced implementation and capacity challenges.
- Partially Effective: Action 3.1 increased extracurricular engagement but did not meet its full potential due to limited BARR rollout and staffing constraints.
- Collectively, Goal 3 actions contributed to creating safer, more supportive schools; however, more robust Tier 1 systems, increased access to SEL services, and targeted interventions for chronically absent students are needed to accelerate progress.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of outcome data, implementation review, and stakeholder input, PUHSD is making key refinements to LCAP Goal 3 to strengthen its system of supports for student well-being, attendance, and school climate. These changes reflect a shift toward more proactive, data-driven, and sustainable practices across the district.

Action 3.1: Enhancing Student Support and Engagement

Due to limited rollout of the BARR program in 2024–25, the district will reassess its scalability and explore broader SEL and Tier 1 engagement frameworks that can be implemented districtwide. In 2025–26, PUHSD will continue investing in athletic stipends, ASB, after-school programs, and student organizations, with an emphasis on building consistent, inclusive engagement opportunities at all sites, including continuation and alternative education campuses. The goal is to ensure that all students have equitable access to enriching experiences that support connection, belonging, and motivation.

Action 3.2: Attendance Matters – The Key to Academic Achievement and Wellbeing

In response to continued high rates of chronic absenteeism in key demographic groups including Homeless, African-American, and Long-term English Learners, PUHSD will establish a Coordinator of Attendance to lead a districtwide system of attendance monitoring, intervention, and support. This role will centralize data analysis, develop early warning systems, and guide site-based teams in implementing evidence-based strategies. Additionally, the district will expand professional development for Attendance Specialists and Community Liaisons to strengthen alignment with PELI family engagement efforts to address family-level attendance barriers.

Action 3.3: Securing School Environments

Although implementation was consistent in 2024-25, feedback from school sites highlighted the need for more efficient procurement processes and targeted supervision staffing to support safe campus environments. In 2025–26, the district will continue to assess and improve site safety protocols and explore opportunities to integrate student voice and leadership in school climate initiatives, particularly in secondary schools.

Action 3.4: Fostering Social and Emotional Health for Educational Success

This action was moderately effective in providing Tier 2 and Tier 3 mental health services to high-need students. PUHSD maintained fully staffed Wellness Centers at all comprehensive high schools, offering student access to ERMHS therapists, social workers, and substance abuse counselors. Counseling service logs show increased student visits and higher demand for behavioral health support.

CHKS data from 2023 highlights the need for continued investment:

56.7% of unduplicated students reported not feeling safe at school.
48.3% reported a lack of school connectedness.

Wellness Center logs and counselor caseloads reflected a rise in students accessing Tier 2/3 services, particularly among: Foster Youth, Homeless students, LTELs

Despite these gains, systemwide capacity was stretched due to a shortage of licensed mental health professionals, and alternative and small school sites reported limited access to wellness services. Furthermore, a fully implemented Tier 1 SEL curriculum is still in development, leaving a gap in universal social-emotional support.

Nevertheless, staff training in trauma-informed practices improved the identification and support of students with behavioral and emotional needs, and school staff reported stronger relationships with students as a result of proactive wellness strategies.

Action 3.5: LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs

PUHSD will retain the core structure of Action 3.5, but will implement the following improvements based on lessons learned:

- Expanded professional development: Monthly coaching and training will be provided to administrators and deans on trauma-informed care, disproportionality reduction, and the use of data to support discipline equity.
- Stronger alignment with MTSS: ATS will be embedded as part of the Tier 2/3 intervention system and integrated more closely with SST processes, attendance interventions, and wellness referrals.

- Enhanced data monitoring: Sites will analyze disaggregated suspension and behavior data through Infinite Campus ad hoc reports to ensure fidelity of implementation and early identification of patterns across subgroups.
- Continued emphasis on equity: Action 3.5 will focus specifically on reducing discipline disparities for student groups identified in Differentiated Assistance—particularly Homeless, African American, and Long-Term English Learners.

These refinements will strengthen consistency across school sites and reinforce PUHSD’s commitment to inclusive, restorative, and student-centered school environments.

Action 3.6 High School Dropout Prevention

Although multiple wellness and engagement supports were implemented (e.g., Wellness Centers, SST systems, counseling), the slight uptick in the dropout rate suggests that these strategies did not fully reach the most vulnerable students. This includes students at alternative education sites (e.g., Perris Lake HS, Scholar+), where dropout risks are historically higher.

Action 3.8: Chronic Absenteeism Intervention

For 2025–26, PUHSD will further expand early warning systems, increase Infinite Campus training for clerks, and implement new family engagement strategies to reduce chronic absence rates. These actions aim to move more subgroups into Yellow or Green performance levels. Additionally, PUHSD will expand the role of the Coordinator of Attendance to provide more robust site-level supports and conduct detailed data analyses to guide site-specific improvement plans and intervention efforts.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing Student Support and Engagement	Creating a nurturing environment where students thrive academically, socially, and emotionally and promoting teamwork and leadership to foster positive behavior and growth. Perris Union High School District will implement the BARR Program, offer teacher and athletics stipends, provide academic and tutoring support, enhance after-school programs, and engage consultants for specialized support. Additionally, the district will promote student leadership through ASB activities.	\$3,881,966.00	Yes
3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Student attendance is vital for academic success and overall development. Regular attendance enables active learning, social interaction, and skill-building, fostering responsibility and preventing missed educational opportunities. To support unduplicated pupils in achieving academic	\$462,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		success, Perris Union High School District will deploy Attendance Specialists and Community Liaisons. These personnel will work collaboratively to address attendance issues, identify barriers to attendance, and provide targeted interventions to improve student attendance rates. By focusing on proactive measures such as early intervention, outreach, and support services, the district aims to promote regular attendance among unduplicated pupils, ensuring they have equitable access to educational opportunities and resources for their academic growth and development.		
3.3	Securing School Environments	Ensuring school safety through collaborative efforts, where personnel and resources establish a secure environment where students, staff, and visitors can confidently pursue their educational goals.	\$676,775.00	Yes
3.4	Fostering Social and Emotional Health for Educational Success	A comprehensive program designed to prioritize the social and emotional well-being of all students, recognizing that mental health is fundamental to academic success and overall flourishing. To support unduplicated pupils in achieving their goals, Perris Union High School District will implement facilities upgrades, enhance risk management protocols, and allocate resources for security, including School Resource Officers (SROs). Additionally, the district aims to create conducive conditions for academic success and holistic development among unduplicated pupils.	\$5,419,392.00	Yes
3.5	LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs	The Learning Recovery Emergency Block Grant (LREBG) funds (\$1,261,746.00) have been strategically allocated to support PUHSD's implementation of Alternative to Suspension (ATS) and restorative practice programs. This action aligns with the allowable uses outlined in Education Code §32526(c)(2), which authorizes expenditures that support learning recovery through integrated pupil supports and efforts to improve school climate and student well-being. ATS and restorative practices provide positive behavioral interventions that reduce suspensions and improve student-teacher relationships. These programs address underlying causes of absenteeism and disengagement, especially for high-need student groups (e.g., Homeless, African American, LTELs), who are	\$1,261,746.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>disproportionately affected by punitive discipline. By creating inclusive and supportive environments, students are more likely to attend, engage in class, and experience improved outcomes in both behavior and academics.</p> <p>Evidence-based research supports the use of PBIS, restorative practices, and alternatives to suspension as effective approaches for improving school climate, reducing suspensions, and promoting student well-being. PBIS has been shown to reduce discipline referrals and improve academic and behavioral outcomes. Restorative justice practices foster accountability, strengthen relationships, and reduce repeat offenses. These approaches are especially effective for high-need student groups disproportionately impacted by traditional discipline.</p> <p>Need Addressed:</p> <ul style="list-style-type: none"> • Suspension rate now 3.4% (Blue), indicating success of these efforts • Targets students with high chronic absenteeism (e.g., Homeless at 57.9%) • Supports conditions that improve engagement and academic achievement in ELA and math 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Secure and strengthen the home- school- community connections and communications.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Perris Union High School District puts a strong emphasis on parent engagement and leadership. This relationship between schools and parents cuts across and reinforces children’s health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Engaging parents in their children’s school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to healthy student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children’s and adolescents’ learning and development by providing parents with information and skills they need to support healthy attitudes, behaviors, and environments, encouraging parents to be part of decision making at school, ensuring regular and effective two-way communication, offering a wide variety of volunteer opportunities, creating health education activities that parents and students can do together at home, and collaborating with community groups that can benefit students and families. Parents play a crucial role in supporting their children’s health and learning at school. When parents are engaged in their children’s school activities, their children do better overall.

By integrating these actions and metrics, Perris Union High School District aims to create a robust framework for parent engagement that supports student health, academic achievement, and social development. The metrics will provide ongoing feedback, allowing for continuous improvement and adjustment of strategies to ensure that the goal of strengthening home-school-community connections and communication is achieved. This collaborative approach, grounded in research and best practices, will foster a thriving educational environment where students, families, and staff can succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent participating in or attending	2023-24: Districtwide Parent Participation: 20722	2024-25: Districtwide Parent		Districtwide Parent Participation: 22794	4491

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	trainings/workshops and conferences.		Participation: 25213			
4.2	Parent participation in the Community Advisory Committee for Special Education (CAC)	2023-24: CAC average/participation attendance is 1	None		CAC average/participation attendance is 1	
4.3	California School Parent Survey (CSPS)	2023-24: Districtwide Parent Participation: 20722	2024-25: Districtwide Parent Participation: 25213		2024-25: Districtwide Parent Participation: 25213	4491
4.4	Two way Communication	2023-24: Parent Contacts: TBD			Parent Contact; TBD	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024-25, PUHSD expanded its commitment to family engagement through multilingual communication strategies, capacity-building workshops, and cross-agency collaboration. The district implemented multiple actions designed to improve two-way communication, build parent leadership, and foster stronger relationships with educational partners. While key structures were in place, implementation varied by site based on staffing, outreach capacity, and the consistency of follow-up systems.

Action 4.1: Enhancing Communication and Engagement to Support Student Success

This action was effectively implemented and represents a strong foundation for PUHSD's home-school communication efforts. The district operates a dedicated Community Liaison Office, staffed by bilingual Community Liaisons assigned to each school site. These liaisons play a key role in maintaining two-way communication and facilitating parent involvement.

At the site level, Community Liaisons coordinate and support educational partner meetings including School Site Council (SSC), English Learner Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC). They also provide direct support during high-engagement events such as Back to School Night, Open House, registration days, and other parent-facing activities throughout the year.

Additionally, classified extra duty was provided to support extended outreach and family communication beyond regular hours. These efforts improved personalized engagement and supported families in navigating school systems and accessing resources.

Challenges were minimal in this area, though some sites faced periods of staffing transition or high demand that temporarily limited outreach capacity. Nonetheless, the consistent presence and responsiveness of Community Liaisons significantly strengthened school-family relationships across the district, particularly for multilingual families.

Action 4.2: Empowering Parents – Building Capacity for Student Success

This action was effectively implemented and served as a cornerstone of PUHSD’s parent engagement strategy. The district hosted a robust calendar of workshops, conferences, and leadership training for parents, including the Parent University series, Dual Enrollment Info Nights, and The Parent Project. These sessions addressed academic success, attendance, behavior, and mental health.

Interpretation services and printed materials in multiple languages were provided to enhance accessibility. Collaboration with PELI and Action Team for Partnerships (ATP) helped build site-level capacity for parent leadership and engagement.

Challenges included uneven parent participation at some school sites and limited evening or virtual access options for working families. However, targeted outreach improved attendance among underrepresented groups, and many parents completed multi-session learning pathways.

Action 4.3: Community Collaborations – Enhancing School-Community Partnerships

This action was moderately implemented. PUHSD continued building relationships with community-based organizations and local government agencies—including the City of Perris and City of Menifee—to provide wraparound services for students and families. School sites partnered with mental health providers, local colleges, and nonprofit agencies to co-host events such as family workshops, wellness fairs, and college and career expos.

While some sites successfully facilitated joint events with strong turnout and positive family feedback, implementation was inconsistent across the district. Several schools experienced challenges with identifying and maintaining partnerships, while others lacked logistical capacity for coordination. Moreover, formal systems for tracking partner involvement and evaluating impact remain underdeveloped. Participation at some planned events was minimal, limiting the reach and effectiveness of the intended supports.

Action 4.4: Enhancing Community Engagement – Fostering Effective Two-Way Communication

This action was effectively implemented across most sites. The district expanded the use of translation and interpretation services, multilingual messaging platforms, and printed outreach materials. Site-based and district staff used tools like ParentSquare, Infinite Campus, and Google Forms to solicit feedback and keep families informed.

Challenges included variability in the consistency of two-way communication at the site level, especially in translating all materials in a timely manner. Some families still reported barriers to accessing school information in their preferred language or through their preferred format (digital vs. paper).

Successes included improved family survey participation, expanded use of bilingual communications, and increased representation of parents in advisory committees such as DELAC and DAAPAC.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Difference between Budgeted \$29,193 and Estimated Actual Expenditures \$0 is \$29,193

Justification:

Although this action was highly effective in building school-home communication through site-based bilingual liaisons and classified outreach supports, the associated expenditures were fully charged to Title I funds, which allowed for better alignment of funding sources. As a result, the LCAP action was fully implemented with no loss in service delivery, but the budgeted LCAP funds were not expended. The shift reflects a strategic use of federal resources to maintain high-impact communication supports.

4.2 Difference between Budgeted \$239,238 and Estimated Actual Expenditures \$305,038 is (\$65,800)

Justification:

The increase in expenditures reflects expanded implementation of parent leadership and education programming, including Parent University workshops, ATP activities, interpretation services, and print resources. The district added new sessions, provided multilingual access, and distributed materials to accommodate rising participation. This overage was a strategic investment to ensure equitable access for diverse families, especially those needing interpretation, scheduling flexibility, or specialized workshop topics (e.g., attendance, mental health, post-secondary planning).

4.3 Difference between Budgeted \$528,471 and Estimated Actual Expenditures \$0 is \$528,471

Justification:

The budgeted expenditures for this action were not incurred in the LCAP because the positions and activities originally planned under this action were funded through Title I. This allowed the district to maintain implementation of community partnerships and school-based outreach efforts without drawing on LCAP funds. While services and events were delivered as planned at many sites, site-level capacity varied. PUHSD has identified the need to formalize partnership tracking and provide clearer guidance to ensure consistency in implementation across all schools. Moving forward, the district will continue to monitor and refine these efforts while aligning funding sources appropriately.

4.4 Difference between Budgeted \$154,208 and Estimated Actual Expenditures \$153,591 is \$617

Justification:

This slight underspend is attributed to minor adjustments in contract services for interpretation, translation, and outreach platforms. The action was fully implemented across most school sites, with expanded use of ParentSquare, Infinite Campus messaging, and multilingual printed communications. The district also piloted new stakeholder feedback tools. The negligible variance had no impact on service delivery and reflects efficient resource management while expanding access to equitable communication tools.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

PUHSD demonstrated a strong commitment to building family and community partnerships during the 2024-25 school year. The actions under this goal were generally effective, with notable improvements in communication systems, parent leadership development, and access to workshops and culturally relevant resources. While variability existed across school sites, the majority of actions contributed meaningfully to increased engagement, parent confidence, and trust in school systems.

Action 4.1: Enhancing Communication and Engagement to Support Student Success was highly effective. PUHSD's Community Liaison Office, with bilingual Community Liaisons at each site, served as a cornerstone of family engagement. Liaisons facilitated SSC, ELAC, and AAPAC meetings and led outreach for major school events. Parent participation increased significantly due to expanded advertising through ParentSquare, social media, and Peachjar, as well as interpretation services and multilingual communication tools. Translation usage logs, parent survey responses, and event sign-in sheets confirmed improved access and communication. Extra-duty assignments for classified staff supported outreach efforts beyond the school day, contributing to increased parent visibility in decision-making.

Action 4.2: Empowering Parents – Building Capacity for Student Success was effectively implemented. Through workshops, Parent University, and parent education series, families gained skills to support academic, behavioral, and postsecondary success. The district ensured access through multilingual materials and live interpretation. Attendance logs and exit ticket feedback showed strong engagement from EL, SED, and Foster Youth families. Sites using the PELI and ATP models demonstrated increased sustainability and parent leadership, as evidenced by increased participation in SSC, ELAC, and DELAC.

Action 4.3: Community Collaborations – Enhancing School-Community Partnerships was moderately effective. Sites with established partnerships hosted successful events that integrated wellness, academic, and college/career supports. However, consistency varied across sites, and some schools lacked the infrastructure to coordinate or sustain partnerships. The district identified the need for a more formalized system to guide partnership development and track impact. Participation logs and event feedback indicated variable turnout and effectiveness.

Action 4.4: Enhancing Community Engagement – Fostering Effective Two-Way Communication was effectively implemented. ParentSquare, Infinite Campus messaging, and translated materials were used to strengthen communication across languages and platforms. Family survey responses and stakeholder meeting attendance trends showed that parents, especially those from EL and SED subgroups, reported improved awareness and access. Some sites faced challenges with translation timeliness and consistency, particularly for Homeless and newcomer families, indicating an area for growth.

Overall, Goal 4 actions collectively advanced PUHSD's vision of creating a connected and inclusive educational community. Continued attention to systematizing partnerships, strengthening translation access, and empowering parent leadership will support further progress in the coming year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of implementation reflection, performance feedback, and input from educational partners, PUHSD is refining and enhancing its efforts under Goal 4 for the 2025–26 school year. While most actions were effective, the district has identified opportunities to deepen impact, expand consistency across sites, and formalize systems for community engagement and feedback.

Action 4.1: Enhancing Communication and Engagement to Support Student Success

Given the strong impact of the Community Liaison Office and site-based bilingual Community Liaisons, PUHSD will continue to invest in this infrastructure. In 2025–26, the district will work to strengthen training and collaboration across liaisons to ensure alignment of communication practices, particularly around SSC, ELAC, and AAPAC facilitation. The district also plans to refine communication protocols for key family engagement events (e.g., Back to School Night, Open House) to promote consistency and cultural responsiveness across all sites.

Action 4.2: Empowering Parents – Building Capacity for Student Success

Building on successful engagement with Parent University and family workshops, PUHSD will expand offerings to include additional virtual and evening sessions, ensuring more accessibility for working families. The district will also create a parent engagement calendar aligned to LCAP priorities, which will include targeted trainings on academic supports, mental health, attendance, and college/career readiness. Deeper integration of parent feedback mechanisms into event planning and follow-up will be implemented to increase the responsiveness of future programming.

Action 4.3: Community Collaborations – Enhancing School-Community Partnerships

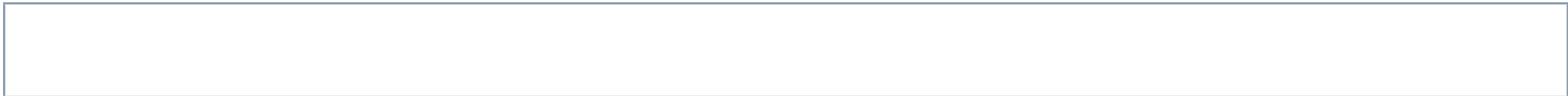
To address the inconsistencies in partnership development and implementation across school sites, PUHSD will formalize its approach to school-community collaborations in 2025–26. The district will continue to expand and maintain a centralized database of vetted community organizations and service providers, ensuring all sites have equitable access to potential partners aligned with district priorities. Guidance will be provided to site administrators and liaison teams on how to initiate, manage, and sustain meaningful collaborations that support student wellness, academic achievement, and college and career readiness.

In addition, the district will implement more structured processes for tracking community partner participation and evaluating the effectiveness of joint events and services. Partnerships with city agencies such as the City of Perris and the City of Menifee will continue, with a renewed focus on co-hosting family-centered events that integrate wellness, academic supports, and postsecondary planning in culturally responsive ways. These improvements aim to build greater consistency, visibility, and impact of school-community partnerships districtwide.

Action 4.4: Enhancing Community Engagement – Fostering Effective Two-Way Communication

Recognizing the importance of equitable communication, PUHSD will expand the use of multilingual communications tools and offer additional training for staff on language access protocols, cultural responsiveness, and inclusive communication strategies. Schools will receive updated resources for collecting stakeholder input (e.g., surveys, focus groups) aligned to LCAP engagement timelines. The district will also launch a feedback loop system that ensures stakeholder input informs both site-level decisions and districtwide planning.

These changes reflect PUHSD's continued commitment to building inclusive, two-way partnerships with families and communities as a foundation for student success. With improved coordination, expanded access, and data-informed outreach, Goal 4 actions in 2025–26 will further institutionalize equitable engagement practices across all school sites.



A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhancing Communication and Engagement to Support Student Success	Providing strong communication between teachers and parents is vital for student success. Parents and the community contribute valuable insights that help teachers tailor instruction effectively. Involving parents in school activities fosters partnership and support for students' development. Together, teachers, parents, and the community create an environment where students can thrive academically and socially. To support unduplicated pupils in achieving their goals, Perris Union High School District will provide classified extra duty opportunities and benefits.	\$0.00	No
4.2	Empowering Parents: Building Capacity for Student Success	To support unduplicated pupils in achieving their goals, Perris Union High School District will provide workshops, trainings, conferences, and necessary materials and supplies; for parents and community members to enhance their capacity and connections. By building skills and fostering connections, this equips parents to play a proactive role in their children's education, promoting student success through collaborative efforts.	\$162,135.00	Yes
4.3	Community Collaborations: Enhancing School-Community Partnerships	Integrating community resources and services to improve school programs, family practices, and student development. Fostering partnerships between schools and the community to meet diverse student and family needs, ensuring comprehensive support for student well-being and academic success.	\$0.00	No
4.4	Enhancing Community Engagement:	Focusing on ensuring that schools establish robust systems for two-way communication with staff, parents, and community members. Providing information in various formats, including translation and interpretation	\$152,407.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Fostering Effective Two-Way Communication	services. Promote meaningful engagement and collaboration between families, schools, and the community..		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>By June 2026, Perris Lake High School (PLHS) and Scholar+ Online School will improve student outcomes for groups performing at the Red performance level on the most recent California School Dashboard. Targeted student groups include: Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), Long-term English Learners (LTEL), Homeless Youth, Hispanic, and African American students.</p> <p>This goal addresses persistent equity gaps in College & Career Indicator (CCI) outcomes and student engagement, with performance as follows:</p> <p>Perris Lake High School (PLHS):</p> <p>CCI (Red): All Students, EL, Hispanic, Homeless, LTEL, SED, SWD — Only 1% of students identified as prepared for college or career. English Learner Progress (Red): Only 14.7% of ELs made progress, a decline of 5.6%. Suspension Rate (Red): African American students suspended at 14.3%, compared to an overall rate of 2.4%.</p> <p>Dashboard performance levels not assigned due to small student population. However academic performance by subgroups are as follows:</p> <p>ELA:</p> <ul style="list-style-type: none"> • EL: -198.1 dfs, declined 25 pts. • Hispanic: -200 dfs, declined 40.4 pts. • LTEL: -213.7 dfs, declined 10.8 pts. • SED: -197.3 dfs, declined 28.7 pts. <p>Math:</p> <ul style="list-style-type: none"> • Hispanic: -248.1 dfs, declined 4.1 pts. • LTEL: -297.5 dfs, declined 45.3 pts. • SED: -270.7 dfs, declined 21 pts. <p>Scholar+ Online School:</p> <p>Dashboard performance levels not assigned due to small student population.</p>	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	<p>However, CCI remains very low (10%) and prior graduation rate was 65.4%, though it improved to 90.5% in 2023–24.</p> <p>The Equity Multiplier goal aims to increase graduation rates, improve college/career readiness (CCI), and reduce disciplinary disproportionality. Focused actions include mental health counseling, academic interventions, and expanded access to CTE, credit recovery, and postsecondary preparation. Progress will be measured using the following Dashboard indicators:</p> <p>Graduation Rate College & Career Indicator (CCI) Suspension Rate English Learner Progress Indicator (ELPI)</p>	

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The PUHSD identified the goal for focused attention by conducting a thorough analysis of Dashboard data, which revealed significant disparities in college and career readiness indicators at Perris Lake High School (PLHS) and Scholar+ Online School. Subgroups (SED), (EL), homeless students, (SWD), and Hispanic students demonstrated lower levels of readiness, indicating a need for targeted support. Additionally, concerning suspension rates among African American students highlighted the urgency of addressing disciplinary disparities.

To ensure a collaborative and inclusive approach, the PUHSD actively engaged with educational partners, recognizing the vital importance of their input and insights. Through consultations with parents, students, teaching staff, and administration, a comprehensive understanding of the challenges and opportunities facing the schools was obtained. A survey was distributed to gather valuable feedback from stakeholders, with 8 parents, 5 teaching staff, and 71 students participating in the process.

Students enrolled at PLHS and Scholar+ encounter various social, emotional, and mental challenges, such as isolation, diminished self-confidence, anxiety, and struggles in managing academic pressures, along with obstacles hindering their academic success due to systemic issues surrounding discipline and equity. This manifests as academic underachievement, slower academic advancement, widening achievement disparities, disrupted learning environments, and restricted access to educational resources. When students struggle with social and emotional issues, their college and career options can be severely impacted. They may lack the confidence to apply to competitive colleges or pursue ambitious career goals. Emotional struggles can also lead to higher absenteeism and lower engagement in school,

making it difficult for students to meet academic prerequisites for college or job requirements. Additionally, students with unresolved emotional issues might find it challenging to develop important soft skills such as teamwork, communication, and problem-solving, which are crucial for career success.

Students at PLHS are credit deficient due to various factors, including:

- Chronic Absenteeism: Regular absences from school can result in missed coursework and falling behind academically.
- Learning Difficulties: Undiagnosed or unsupported learning disabilities can hinder academic progress.
- Personal and Family Challenges: Issues such as family instability, economic hardships, and personal crises can distract students from their studies.
- Previous School Environment: A lack of supportive academic environments in previous schools may contribute to disengagement and poor performance.
- Behavioral Issues: Disciplinary actions and behavioral problems can lead to suspensions and missed instructional time, affecting credit accumulation.

Credit-deficient students often face significant social and emotional challenges, including:

- Isolation and Low Self-Esteem: Feeling different from peers who are on track can lead to feelings of isolation and diminished self-worth.
- Anxiety and Stress: The pressure of catching up academically can cause significant stress and anxiety.
- Lack of Motivation: Persistent academic struggles can result in a lack of motivation and disengagement from school.
- Negative Peer Relationships: Struggling students might associate with peers who are also disengaged, further perpetuating a cycle of poor academic performance.
- Behavioral Issues: Emotional distress can manifest as behavioral problems, further complicating their educational experience.

Impacts on College and Career Aspirations Without Adequate Support

- Without the necessary social and emotional support, credit-deficient students may face the following challenges regarding their college and career goals:
- Limited College Options: Inability to graduate on time or with the necessary credits can restrict access to higher education opportunities.
- Reduced Career Readiness: A lack of academic qualifications and soft skills can make it difficult to secure gainful employment.
- Lowered Aspirations: Continued academic struggles and lack of support can diminish students' aspirations and self-belief regarding their potential for future success.
- Increased Dropout Rates: Without intervention, credit-deficient students are at a higher risk of dropping out, further limiting their opportunities.
- Long-Term Economic Impacts: Failure to complete education can lead to lower lifetime earnings and job stability, perpetuating cycles of socio-economic disadvantage.

Addressing the needs of credit-deficient students at PLHS requires a comprehensive approach that starts with understanding the underlying causes of their academic struggles, recognizing the profound social and emotional impacts, and providing the necessary support to help them succeed. By prioritizing their well-being and addressing these challenges, we can improve their academic performance and open up opportunities for their future college and career aspirations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard	<p>CA Dashboard CCI Indicator (2022-23): PLHS: Prepared: .5% Approaching Prepared: 0% Not Prepared: 0%</p> <p>-College & Career Indicator (CCI): Very Low All Students: .5% Prepared (Action 2.3) EL: 0% (Action 2.3) Hispanic: .7% (Action 2.3) Homeless: 0% (Action 2.3) SWD 0% (Action 2.3) SED: .6% (Action 2.3)</p> <p>Scholar+: Very Low: All Students</p>	<p>CA Dashboard CCI Indicator (2023-24) Student Group % Prepared (2024)</p> <p>All Students 1% SED 0.4% EL 0% Homeless 0% SWD 1.4% Hispanic 0.5% LTEL 0%</p> <p>African American students are not disaggregated in the CCI section of the Dashboard report. However, they are flagged elsewhere (Suspension Rate) as a high-need group. Other groups (e.g., Asian, White, Foster) are not reported due to small student size.</p> <p>ELA All Students -209.2</p>		<p>CA Dashboard CCI Indicator: PLHS: Prepared: .5% Approaching Prepared: 0% Not Prepared: 0%</p> <p>-College & Career Indicator (CCI): Low All Students: 1% Prepared (Action 2.3) EL: 8% (Action 2.3) Hispanic: 5% (Action 2.3) Homeless: 5% (Action 2.3) SWD 3% (Action 2.3) SED: 5% (Action 2.3)</p> <p>Scholar+: Medium All Students</p>	<p>CA Dashboard CCI Indicator (2022-23): Student Group Change from Previous Year All Students Maintained (0.5%)</p> <p>SED: No change EL: No change Homeless: No change SWD: No change Hispanic: No change LTEL: 0%</p> <p>ELA All Students -47.6 EL -25 Hispanic -40.4 LTEL -10.8 SED -28.7</p> <p>Math All Students -19.4 EL -31.5 Hispanic -4.1 LTEL -45.3 SED -21</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>EL -198.1 Hispanic -200 LTEL -213.7 Socioeconomically Disadvantaged - 270.7</p> <p>Fewer than 11 students - data not displayed: African American Foster Homeless Youth SWD White Pacific Islander</p> <p>Math All Students -264.1 EL -288.5 Hispanic -248.1 LTEL -297.5 SED -197.3</p> <p>Fewer than 11 students - data not displayed: African American Foster Homeless Youth SWD White Pacific Islander</p> <p>---</p>			<p>Fewer than 11 students - data not displayed: African American Foster Homeless Youth SWD White Pacific Islander</p> <p>---</p> <p>Scholar+</p> <p>All Students 0.4% SED -1.4% Hispanic +14.5%</p> <p>Fewer than 11 students - data not displayed: African American English Learners Foster Homeless Youth LTEL SWD White</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Scholar+ CCI All Students 10% SED 10.5% Hispanic 18.2% Fewer than 11 students - data not displayed: African American English Learners Foster Homeless Youth LTEL SWD White - ELA All Students -99.8 Math All Students -195.8			
5.2	Graduation Rates	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Orange EL: 86%	Perris Lake High School Student Group Graduation Rate (2024) Performance Level		The 2022-23 CA Dashboard indicated the following subgroups at a	Perris Lake High School Student Group Change from Prior Year All Students +6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 86.6% Homeless: 78.7% SED: 87%	All Students 93.7% Blue SED 93.6% Blue EL 92.4% Green LTEL 92.1% Green SWD 93.7% Homeless Youth 92.9% Hispanic 94.7% African American 93.5% White 91.4% Two or More Races 94.7% Not reported, No Performance Color (N<11) Foster Youth Filipino Asian American Indian --- Scholar+ All Students 90.5% Socioeconomically Disadvantaged 90% Hispanic 83.3%		Performance Level: Orange EL: 89% Hispanic: 90% Homeless: 81% SED: 90%	Socioeconomically Disadvantaged +6.6% EL +6.4% LTEL +5.5% SWD +7.4% Homeless Youth +14.1% Hispanic +8.2% African American +6.0% White +4.4% Two or More Races +3.1% Not reported Foster Youth Filipino Asian American Indian --- Scholar+ All Students +25.1% SED +21% Hispanic +16.7% Fewer than 11 students - data not displayed: African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fewer than 11 students - data not displayed: African American English Learners Foster Homeless Youth LTEL SWD White			English Learners Foster Homeless Youth LTEL SWD White
5.3	Suspension Rates	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red -Suspension Rate: African American: 14.3% suspended at least one day (Action 3.4)	Student Group Suspension Rate (2024) All Students 2.4% African American 14.3% Hispanic 1.8% EL 1.4% SED 2.6% SWD 3.7% Homeless Youth 2.3% White 0.0% Two or More Races 0.0% Asian, Filipino, and Foster Youth not reported due to small student size.		The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red -Suspension Rate: African American: 11% suspended at least one day (Action 3.4)	Student Group Change from Previous Year All Students -1.2% African American +0.3% Hispanic -1.3% EL -0.6% SED -1.1% SWD -1.7% Homeless Youth -1.1% White -4.8% Two or More Races -2.3% Asian, Filipino, and Foster Youth not reported due to small student size. ---

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			--- Scholar+ All Students 0%			Scholar+ All Students 0%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024-25 school year, PUHSD implemented targeted services under Goal 5 to support students at Perris Lake High School (PLHS) and Scholar+ Online School, both designated as Equity Multiplier sites due to significant disparities in College and Career Indicator (CCI), graduation, and suspension outcomes. Actions were implemented with a focus on improving readiness and well-being for English Learners (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Homeless, and Hispanic students. While all three actions were implemented, the scale and consistency of services were affected by staffing capacity, referral processes, and site-specific limitations.

Action 5.1 – College & Career Readiness Supports

This action was implemented with partial scope. PUHSD hired two full-time ERMHS counselors to provide mental health and behavioral supports at PLHS and Scholar+. Counselors delivered trauma-informed care and post-secondary planning assistance, contributing to notable improvements in graduation rates at Scholar+ (65.4% to 90.5%) and academic growth on CAASPP. However, broader postsecondary readiness services—such as expanded credit recovery, structured career exploration, and consistent EL and SWD support—were not fully realized at Scholar+ due to staffing limitations. These gaps contributed to persistently low CCI outcomes (PLHS: 1%, Scholar+: 10%) and account for a material budget underspend of \$105,067 due to unfilled or delayed program components.

Action 5.2 – Comprehensive Support Services

This action was fully implemented as planned. A full-time social worker was deployed to serve PLHS and Scholar+ students, delivering a range of services including crisis intervention, case management, home visits, and family engagement. These supports were essential in sustaining strong graduation outcomes for high-risk students such as Homeless Youth (92.9%) and SWD (93.7%) at PLHS. The social worker collaborated with site staff and ERMHS counselors to form a multi-tiered system of support. While high student need limited full-scale individualized case management—especially at Scholar+—the action was effective and aligned closely to its intended design, with minimal variance in expenditures (\$175 over budget).

Action 5.3 – Academic Support and Interventions

This action was implemented across all four comprehensive high schools through the launch of 14 academic support sections designed to serve PLHS-referred students who required flexible, credit-bearing intervention at their home sites. The structure enabled students to remain enrolled locally while engaging in credit recovery aligned to PLHS requirements. While the intervention model was operational throughout the

year, challenges related to staffing, scheduling conflicts, and referral coordination limited its reach and overall impact. Nevertheless, the sections provided essential academic access to students who may otherwise have disengaged from the credit recovery process. The action was implemented with near-full expenditure (\$2,548 over budget) reflecting the district's commitment to sustaining support despite logistical hurdles.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5.1 Difference between Budgeted \$386,881 and Estimated Actual Expenditures \$281,814 is \$105,067

Justification:

The underspend in this action is primarily due to delays in fully staffing and implementing planned college and career readiness supports, particularly at Scholar+ Online School. While two full-time ERMHS counselors were hired and had a positive impact on student mental health and post-secondary planning, limited staff capacity at Scholar+—especially for English Learners and Students with Disabilities—prevented broader implementation of career guidance, credit recovery expansion, and structured planning services. These gaps contributed to persistently low CCI outcomes (PLHS: 1%, Scholar+: 10%) and highlight the need for increased investment in re-engagement systems, coursework access, and staff training in 2025–26. The budget savings reflect these unmet service areas, which the district is addressing through reorganization and programmatic redesign.

5.2 Difference between Budgeted \$185,664 and Estimated Actual Expenditures \$185,839 is (\$175)

Justification:

This slight overage is the result of adjustments in salary and benefits for a full-time social worker, who was fully deployed to support students at PLHS and Scholar+. This action was fully implemented and contributed significantly to wraparound support systems, providing crisis response, counseling, and family engagement services. These supports were especially impactful for high-need students—such as Homeless and Foster Youth—whose graduation rates exceeded 90%. The minimal variance reflects effective use of planned funds in response to growing student needs.

5.3 Difference between Budgeted \$348,849 and Estimated Actual Expenditures \$351,397 is (\$2,548)

Justification:

This small overage is due to the implementation of 14 academic support sections across satellite campuses to serve PLHS-referred students. These sections aimed to address significant academic gaps for students performing far below standard in ELA and Math. While the action was implemented, logistical challenges—such as master schedule conflicts, referral process inconsistencies, and limited staff coordination—affected the reach and consistency of services. The overage reflects staffing costs associated with maintaining intervention access, even as implementation challenges limited the full scale of intended impact. PUHSD plans to strengthen this model in 2025–26 by improving communication, expanding outreach, and targeting additional supports for ELs, SWD, Homeless, and Foster Youth.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 5 were partially effective in improving academic outcomes, supporting student well-being, and strengthening postsecondary readiness for students at Perris Lake High School (PLHS) and Scholar+ Online School. Notable gains were observed in graduation rates and academic growth on CAASPP, particularly at Scholar+, where year-over-year improvement in ELA and Math was significant. However, College and Career Indicator (CCI) performance at PLHS remains at the Red level across all reported subgroups, and Scholar+—though unassigned a color—also shows low CCI preparedness (10%).

Although these trends reflect positive growth, site-level needs assessments and stakeholder feedback continue to highlight critical gaps in academic readiness, access to coursework, and mental health support. Persistent disparities for English Learners (EL), Students with Disabilities (SWD), Homeless Youth, and SED students underscore the need for expanded and more targeted interventions. Therefore, the district considers Goal 5 to be partially effective and will respond with programmatic refinements in 2025–26.

Action 5.1 – College & Career Readiness Supports

This action was moderately effective. The addition of two full-time ERMHS counselors at PLHS and Scholar+ significantly enhanced capacity to address student mental health and behavioral needs—factors frequently cited as barriers to academic re-engagement and postsecondary planning. These services contributed to a 25-point increase in Scholar+'s graduation rate (from 65.4% to 90.5%) and substantial CAASPP growth (ELA: +38.6 points; Math: +48.9 points).

Despite these gains, CCI outcomes remained critically low (PLHS: 1%, Scholar+: 10%), with several subgroups at PLHS—including ELs, Homeless Youth, SWD, and SED—reporting 0% preparedness. In addition, limited dedicated staff capacity at Scholar+, particularly for EL and SWD students, restricted implementation of robust postsecondary systems such as credit recovery expansion, career guidance, and dual enrollment access. The impact of these service limitations is reflected in both CCI outcomes and budget underspending for this action.

Action 5.2 – Comprehensive Support Services

This action was effective in supporting students facing emotional, behavioral, and environmental barriers to success. The full-time social worker provided crisis response, counseling, case management, and family engagement, particularly at PLHS where many students are credit-deficient and impacted by trauma or instability. These services were especially impactful for high-risk student groups:

Homeless Youth: 92.9% graduation rate

Students with Disabilities (SWD): 93.7% graduation rate

The service delivery model was well-utilized and aligned with stakeholder-identified needs. However, limited capacity for individualized case management—especially at Scholar+—prevented some students from receiving sustained wraparound support. The district is exploring additional staffing solutions to scale this work in the coming year.

Action 5.3 – Academic Support and Interventions

This action was partially effective, demonstrating value while facing implementation challenges. PUHSD established 14 academic intervention sections across satellite campuses at each comprehensive high school to support students referred to PLHS who needed credit recovery but could not attend the main continuation site. This flexible structure allowed some students to remain engaged and begin earning credits at their home school.

However, inconsistencies in referral protocols, site-level scheduling constraints, and staffing shortages limited the reach and consistency of the model. While CAASPP scores at PLHS remain far below standard (ELA: -209.2; Math: -264.1), the gains at Scholar+ suggest the potential of targeted interventions. Planned refinements to the satellite model will focus on earlier identification, streamlined referrals, and increased outreach to subgroups performing at the Red level.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on implementation outcomes and stakeholder feedback, PUHSD is making several adjustments to the design and delivery of Goal 5 actions for the 2025–26 school year to increase effectiveness and expand student access to supports. While most actions were implemented as planned, staffing capacity, site-specific limitations, and inconsistent referral systems impacted the scale and reach of services. These implementation realities—combined with persistent performance gaps in College and Career Indicator (CCI) and Dashboard subgroup outcomes—have prompted refinements in program structure, staffing, and delivery models.

Key Changes for 2025–26:

Scholar+ Online School will be rebranded as the Inland Online Academy, and will adopt a Course-Based Independent Study model. This shift is designed to increase capacity and allow the program to better serve students who require flexible learning environments while maintaining rigorous academic standards. The redesign will include clearer academic pathways, expanded teacher support, and enhanced monitoring systems—particularly for English Learners, SWD, and SED students. This change responds directly to low CCI performance (10%) and staffing constraints that limited implementation of college and career readiness supports in 2023–24.

Action 5.1 (College & Career Readiness Supports) will be expanded to include additional training for ERMHS counselors and credentialed staff on implementing structured post-secondary planning systems for high-needs students. The district will also explore partnerships to expand access to dual enrollment, CTE pathways, and internships at both PLHS and Inland Online Academy. These enhancements aim to improve the effectiveness of services tied to CCI outcomes, which remained at 1% for PLHS.

Action 5.2 (Comprehensive Support Services) will continue with full implementation. However, the district will explore the addition of part-time support staff or interns to increase the reach of case management services, particularly at Inland Online Academy, where the demand for individualized support outpaced capacity.

Action 5.3 (Academic Support and Interventions) will be refined to strengthen the satellite campus model. Improvements will focus on earlier identification of credit-deficient students, clearer referral protocols, and increased collaboration with comprehensive site administrators and counselors. These changes are designed to increase the effectiveness of the intervention model and improve consistency across sites.

Together, these changes are intended to better align services to the needs of PLHS and Inland Online Academy students, improve CCI outcomes, and support more robust graduation and postsecondary readiness across high-need student groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College & Career Readiness	<p>Preparing students for college and career, that includes rigorous coursework, career exploration, and access to resources. Focus is to equip students with the knowledge, skills, and confidence needed for success in post-secondary education and the workforce through diverse learning opportunities and support.</p> <p>Supplemental Support: 2 FTE: ERMS Counselors: Services to address the mental health needs of students at risk, including:</p> <ul style="list-style-type: none"> -Mental Health Counseling: Providing individual and group counseling sessions to support students in managing and overcoming mental health challenges such as anxiety, depression, trauma, and stress. -Crisis Intervention: Offering immediate support and intervention during mental health crises or emergencies, including situations involving suicidal ideation, self-harm, or severe emotional distress, to ensure students' safety and well-being. -Behavioral Interventions: Implementing behavior management strategies to address disruptive behaviors, emotional regulation difficulties, and social skills deficits, helping students develop positive coping mechanisms and adaptive behaviors. -Collaboration with Mental Health Professionals: Working collaboratively with mental health professionals, such as psychologists, therapists, and psychiatrists, to provide comprehensive mental health services. -Family Support and Education: Engaging families in the counseling process, providing them with resources, and address their child's mental health concerns, promoting family involvement in the student's treatment and recovery process. 	\$388,426.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Comprehensive Support Services	<p>Providing a Social Worker: Services include crisis intervention, case management, counseling, and family engagement. The social worker offers immediate support to students facing crises, conducts assessments, provides counseling sessions, and conducts home visits to address social, emotional, and academic needs, ensuring student well-being and family involvement in education.</p> <p>1 FTE Social Worker: Services supporting students at risk by providing various services, including:</p> <ul style="list-style-type: none"> -Crisis Intervention: Offering immediate support and assistance to students experiencing crises such as homelessness, abuse, mental health emergencies, or family issues, ensuring their safety and well-being. -Case Management: Conducting assessments and developing individualized plans to address students' social, emotional, and academic needs, coordinating access to resources and services both within and outside the school system. -Counseling and Support Groups: Providing individual and group counseling sessions to address students' emotional and behavioral challenges, offering a safe space for them to express themselves, develop coping skills, and build resilience. -Home Visits and Family Engagement: Conducting home visits to assess students' living situations, family dynamics, and support networks, collaborating with families to address issues affecting students' academic performance and well-being, and facilitating family involvement in their child's education and support plan. 	\$319,784.00	No
5.3	Academic Support and Interventions	<p>Providing students with academic supports and interventions through the allocation of 14 sections across satellite campuses at each of the four high schools. These additional sections cater to students referred to the Perris Lake High School (PLHS) Alternative Education Center, accommodating their diverse needs throughout the year as they transition to PLHS.</p> <p>14 Sections: At each of the four high schools, there is a satellite campus for Perris Lake High School (PLHS). These satellite campuses allocate up</p>	\$582,285.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>to four sections for students who have been referred to the PLHS Alternative Education Center. The purpose of these additional sections is to accommodate the varying needs of students throughout the year as they enter PLHS. This setup allows for flexibility in section allocation based on demand and ensures that students have access to alternative education options within their own high school campuses.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$\$34,109,785.00	\$3,627,757

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.686%	0.000%	\$0.00	27.686%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Literacy and Math: Enhancing the Core Curriculum</p> <p>Need: The 2024 California Dashboard data shows that unduplicated student groups are significantly underperforming in both ELA and Mathematics:</p>	<p>This action improves Tier I instruction across all campuses through:</p> <p>Literacy Across the Curriculum: PD and curricular planning to embed literacy strategies across content areas</p> <p>Math intervention: foundational math support, reduced class sizes, and vertical alignment across sites</p>	<p>CAASPP ELA and Math DFS by subgroup</p> <p>ELPI performance</p> <p>Reclassification Rate (RFEP)</p> <p>Renaissance STAR ELA and Math benchmark growth</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mathematics – Red Performance Level:</p> <ul style="list-style-type: none"> • English Learners: –176.2 DFS • Long-term English Learners: -195.7 DFS (Differentiated Assistance) • Students with Disabilities: –205.2 DFS • Socioeconomically Disadvantaged: – 137.2 DFS • Homeless: –145.1 DFS • Hispanic: –137.6 DFS <p>English Language Arts – Orange Performance Level:</p> <ul style="list-style-type: none"> • English Learners: –112.1 DFS • Long-term English Learners: -133.3 DFS • Foster Youth: –115.0 DFS • Students with Disabilities: –126.5 DFS • Socioeconomically Disadvantaged: – 45.8 DFS • Homeless: –56.0 DFS (Differentiated Assistance) • African American: –51.3 DFS • Hispanic: –45.5 DFS <p>The English Learner Progress Indicator (ELPI) also declined to 40.6%, placing PUHSD in the orange category. These indicators point to persistent and systemic academic gaps for unduplicated pupils, particularly ELs and SED students.</p> <p>Scope:</p>	<p>Common assessments: CAASPP-aligned Interim Assessment Blocks (IABs), STAR diagnostics, and PLC data cycles</p> <p>Targeted differentiation for ELs and SED through inclusive practices and data-driven small group instruction</p> <p>Why LEA-wide:</p> <p>Because these student groups are enrolled at all campuses, and performance gaps are widespread, providing these supports LEA-wide ensures all unduplicated students benefit from high-quality core instruction—no matter their school of attendance. This also promotes system coherence and instructional equity across sites.</p> <p>This action also directly supports the academic needs of student groups identified for Differentiated Assistance (DA), including Long-Term English Learners and Homeless Youth, by addressing the significant performance gaps in both ELA and Math through foundational skill-building, targeted intervention, and instructional coherence across the system.</p>	<p>ELPAC proficiency levels</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	<p>Action: Instructional Technology</p> <p>Need: Unduplicated student groups continue to face access barriers to differentiated, tech-supported learning experiences. Dashboard performance for 2024 reveals:</p> <p>Math (Red):</p> <p>English Learners: –176.2 DFS</p> <p>Foster Youth: –203.3 DFS</p> <p>SWD: –205.2 DFS</p> <p>ELA (Orange):</p> <p>English Learners: –112.1 DFS</p> <p>Foster Youth: –115.0 DFS</p> <p>Socioeconomically Disadvantaged: –45.8 DFS</p> <p>Furthermore, these groups are disproportionately affected by connectivity issues, language barriers, and inconsistent access to supplemental resources that enhance learning.</p> <p>Scope:</p>	<p>This action supports the equitable integration of instructional technology across the district through the deployment of digital tools, adaptive software, and educator training. It is designed to increase access to differentiated learning and improve academic outcomes for unduplicated student groups.</p> <p>Supports include:</p> <p>Student devices and instructional platforms to expand access to digital learning</p> <p>Adaptive and language support tools specifically designed for English Learners</p> <p>Personalized learning programs and engagement strategies using educational apps</p> <p>Professional development for teachers on effective and equitable technology integration in core content areas</p> <p>Why LEA-wide: All PUHSD campuses serve unduplicated student groups, and disparities in access to digital tools and high-quality instructional technology integration are present across the district. Implementing this action LEA-wide ensures every student—regardless of site—benefits from equitable access to instructional technology and that teachers are equipped to use these tools effectively to support English Learners,</p>	<p>CAASPP and STAR Math/ELA scores for unduplicated student groups</p> <p>Teacher and student surveys on instructional technology use</p> <p>Ellevation analytics for English Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Socioeconomically Disadvantaged students, and Foster Youth.	
2.1	<p>Action: Student Support and Interventions</p> <p>Need: Graduation rates have improved across PUHSD, but postsecondary readiness remains a critical challenge for unduplicated student groups:</p> <p>Graduation Rate (2024, Dashboard):</p> <p>English Learners: 86.5%</p> <p>Foster Youth: 78.9%</p> <p>Students with Disabilities: 84.3%</p> <p>Socioeconomically Disadvantaged: 94.0%</p> <p>Long-Term English Learners: 90.5%</p> <p>Despite relatively strong graduation rates, many students are graduating unprepared for postsecondary success, as evidenced by:</p> <p>College & Career Indicator (CCI) – 2024 Prepared Rates:</p> <p>LTEL: 9.0% (Red)</p> <p>English Learners: 10.3% (Orange)</p> <p>Foster Youth: 11.5% (Orange)</p>	<p>This action is designed to close gaps in postsecondary readiness by expanding access to a multi-tiered system of academic and graduation support across all school sites. Key components include:</p> <p>Credit Recovery and Academic Intervention: Provides multiple access points for students to recover credits via summer school, Scholar Saturdays, and online platforms such as Edgenuity and Graduation Alliance. These options are essential for students who are behind on A–G or graduation requirements.</p> <p>Acceleration and Enrichment: Offers targeted support for students seeking to remediate A–G coursework or prepare for AP exams, helping to increase the number of students meeting college entrance benchmarks.</p> <p>Progress Monitoring Tools: Utilizes STAR Renaissance assessments and other formative tools to track student progress, inform instruction, and provide timely interventions aligned to Individual Graduation Plans (IGPs).</p> <p>Counselor and Intervention Coordination: Leverages site-based counseling teams and Student Success Teams (SSTs) to personalize academic pathways and ensure students receive individualized guidance and support.</p> <p>Why the Action is Provided on an LEA-wide Basis:</p>	<p>Graduation Rate (disaggregated by subgroup)</p> <p>CCI Prepared Rate (disaggregated)</p> <p>Credit Recovery Course Completion Data</p> <p>A–G Completion Rate</p> <p>STAR Renaissance benchmark growth (ELA & Math)</p> <p>CAASPP 11th Grade ELA/Math for targeted groups</p> <p>Student participation in Scholar Saturdays, summer school, and academic support programs</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities: 8.6% (Orange)</p> <p>Socioeconomically Disadvantaged: 32.0% (Yellow)</p> <p>A–G Completion Rates (2024):</p> <p>English Learners: 30.7%</p> <p>Foster Youth: 27.7%</p> <p>Homeless: 25.9%</p> <p>Students with Disabilities: 28.3%</p> <p>Socioeconomically Disadvantaged: 41.3%</p> <p>These readiness gaps reflect challenges with credit completion, A–G requirements, and lack of access to academic recovery or acceleration opportunities.</p> <p>Scope: LEA-wide</p>	<p>All PUHSD schools enroll high concentrations of unduplicated pupils—students who are English Learners, foster youth, and/or socioeconomically disadvantaged—and face similar challenges related to credit completion, A–G readiness, and CCI outcomes. Providing these services LEA-wide ensures that all high-need students, regardless of school assignment, receive equitable access to academic supports and interventions. This approach allows for consistency in service delivery, coherence in data systems, and systemic alignment in graduation planning across the district.</p> <p>Additionally, this action supports Long-Term English Learners (LTELs) identified for Differentiated Assistance by targeting barriers to A–G completion and postsecondary readiness through individualized academic recovery plans, credit-earning opportunities, and progress monitoring aligned to graduation benchmarks.</p>	
2.2	<p>Action: CTE Pathways</p> <p>Need: PUHSD’s 2024 Dashboard and CCI data show persistent equity gaps in CTE participation and</p>	<p>This action supports:</p> <p>Expansion of CTE pathway access at all comprehensive high schools</p> <p>Investment in updated industry-aligned equipment and certifications</p>	<p>CTE Pathway Completion Rate, disaggregated by subgroup</p> <p>A–G and CTE Dual Completer Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>completion among unduplicated student groups. According to the most recent report:</p> <p>CTE Completer Rate (All Students, 2024): 14.9%</p> <p>CTE Completers (“CTE Plus” 2024):</p> <p>English Learners: 10.3%</p> <p>Foster Youth: 7.2%</p> <p>Students with Disabilities: 5.3%</p> <p>Socioeconomically Disadvantaged: 12.6%</p> <p>African American: 10.5%</p> <p>Long-Term English Learners: 9.0%</p> <p>A–G and CTE Dual Completer Rate (All Students, 2024): 7.6%</p> <p>Dual Completers (“A–G Plus” 2024):</p> <p>English Learners: 3.9%</p> <p>Foster Youth: 3.8%</p> <p>Students with Disabilities: 0.9%</p> <p>LTEs: 2.8%</p> <p>College Credit Completion via Dual Enrollment/Articulation:</p> <p>English Learners: 7.9%</p>	<p>Professional development for teachers on pathway sequencing and integrated academics</p> <p>Alignment with dual enrollment and articulated course offerings</p> <p>Centralized SIS tracking training to improve accurate reporting of pathway completion</p> <p>Why LEA-wide:</p> <p>All PUHSD campuses serve unduplicated students with significant CCI gaps. Ensuring every site has equal access to rigorous, industry-aligned CTE programming fosters equity and prepares students for postsecondary options. A districtwide structure ensures consistency and supports for historically underserved groups across all programs.</p> <p>Additionally, this action also directly benefits Long-Term English Learners (LTEs) identified for Differentiated Assistance by providing access to hands-on, real-world learning experiences that build college and career readiness, address low CCI outcomes, and increase engagement through culturally responsive, career-connected instruction.</p>	<p>CCI Prepared Rate</p> <p>Enrollment and completion in capstone courses</p> <p>Student attainment of industry certifications</p> <p>College credit attainment through articulated or dual enrollment courses</p> <p>Perkins V and CALPADS pathway data accuracy/compliance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth: 4.5%</p> <p>Students with Disabilities: 2.8%</p> <p>Homeless: 6.8%</p> <p>These figures reflect both limited access and low completion of rigorous, career-aligned pathways for unduplicated students. The data also highlight challenges in tracking pathway status and aligning CTE programs to CCI indicators and labor market relevance.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: College & Career Readiness</p> <p>Need: Based on the 2024 Dashboard and verified CCI disaggregated data:</p> <p>College & Career Indicator (CCI) – All Students: 34.4% (Yellow)</p> <p>CCI Prepared – RED Performance Level:</p> <p>Long-Term English Learners (LTEL): 9.0%</p> <p>English Learners: 10.3%</p> <p>Foster Youth: 11.5%</p> <p>CCI Prepared – ORANGE Performance Level:</p>	<p>This action funds a range of college and career readiness supports specifically designed to meet the needs of unduplicated pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, including:</p> <p>Counseling Supports: Postsecondary and graduation planning for high-needs students (ELs, RFEPs, SWD, and Foster Youth)</p> <p>AVID Program Expansion: Helps ELs and SED students engage in academic and college preparatory practices</p> <p>Work-Based Learning (WBL) and Dual Enrollment Access: Coordinated across all sites to support equitable participation in college credit and career exposure</p>	<p>College and Career Indicator (CCI) – disaggregated by subgroup</p> <p>Reclassification Rate (RFEP)</p> <p>ELPI (state indicator)</p> <p>A–G Completion Rate by subgroup</p> <p>CTE Pathway Completion and College Credit Attainment</p> <p>FAFSA/CA Dream Act Completion Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities (SWD): 8.6%</p> <p>Homeless Youth: 20.9%</p> <p>Hispanic: 30.2%</p> <p>White: 38.8%</p> <p>A–G Completion Rate (2024, Low-Performing Subgroups):</p> <p>English Learners: 12.9%</p> <p>Foster Youth: 7.7%</p> <p>SWD: 10.2%</p> <p>Homeless: 23.2%</p> <p>SED: 34.0%</p> <p>College Credit Completion (via Dual Enrollment or Articulated Courses):</p> <p>English Learners: 7.9%</p> <p>Foster Youth: 4.5%</p> <p>Students with Disabilities: 2.8%</p> <p>Homeless: 6.8%</p> <p>Other Supporting Data:</p> <p>ELPI: 40.6% (Orange)</p>	<p>FAFSA/CA Dream Act Workshops: Target outreach to students and families who have historically not completed aid applications</p> <p>Use of Ellevation Data: Support for case management of LTELs in collaboration with counseling and ELD teams</p> <p>Parent Education: Supports multilingual families to understand pathways, deadlines, and college options</p> <p>Why LEA-wide: All school sites serve students who are English Learners, low-income, and/or in foster care. A centralized, districtwide strategy ensures consistent implementation of college and career planning tools, equity of access to services, and unified training for counselors.</p> <p>Additionally, this action specifically supports Long-Term English Learners (LTELs) identified for Differentiated Assistance by integrating Ellevation case management tools, personalized counseling, and AVID strategies to improve CCI outcomes and ensure LTELs are on track for graduation and postsecondary success.</p>	<p>AVID Enrollment and Retention Rates</p> <p>Dual Enrollment Participation & Completion</p> <p>CAASPP ELA and Math DFS for ELs and LTELs</p> <p>Ellevation Logs – case management, goals, and progress monitoring</p> <p>STAR Renaissance Growth for EL and LTEL groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Reclassification Rate: 17.2%</p> <p>CAASPP DFS for ELs: ELA –157.3, Math – 176.2</p> <p>STAR Renaissance: Below typical growth for ELs and LTELs</p> <p>Ellevation usage: Indicates inconsistent case management for LTELs across sites</p> <p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Enhancing Student Support and Engagement</p> <p>Need: The California Healthy Kids Survey (2022–23) revealed that:</p> <p>Only 49% of students felt safe at school</p> <p>Only 45.75% felt connected to school</p> <p>Additionally, unduplicated pupils are overrepresented in groups experiencing school disconnection and absenteeism:</p> <p>Chronic Absenteeism (2024):</p> <p>Homeless: 57.9% (Red)</p> <p>African American: 50.0% (Orange)</p>	<p>This action provides:</p> <p>Athletic stipends and expanded ASB/club activities to boost belonging</p> <p>After-school academic/enrichment programs for student connection</p> <p>Implementation of Tier 1 SEL programs (e.g., BARR pilot)</p> <p>Why LEA-wide: Student engagement challenges are present at all sites. Offering these supports to all schools ensures that students, particularly those at risk of disengagement (Homeless, ELs, Foster Youth), have access to the enrichment and connection that fosters a positive school climate. Engagement gaps exist across all schools and student groups. A districtwide approach ensures that all students—</p>	<p>California Healthy Kids Survey (School Safety & Connectedness)</p> <p>Chronic absenteeism rates (disaggregated)</p> <p>Student participation in athletics, clubs, and after-school programs</p> <p>Attendance logs for tutoring/ASB/SEL events</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LTEs: 43.4% (Orange)</p> <p>SED: 42.4% (Yellow)</p> <p>Scope: LEA-wide</p>	<p>especially unduplicated groups—can benefit from inclusive and enriching opportunities that build belonging and motivation.</p>	
<p>3.2</p>	<p>Action: Attendance Matters: The Key to Academic Achievement and Wellbeing</p> <p>Need: Chronic Absenteeism (2024): 41.8% overall – Yellow Subgroups in greatest need: Homeless: 57.9% (Red) African American: 50% (Orange) LTEs: 43.4% (Orange) SED: 42.4% (Yellow) SWD: 46.9% (Yellow) ELs: 40.3% (Yellow)</p>	<p>This action targets the root causes of chronic absenteeism by funding a coordinated, multi-tiered attendance intervention system. Key elements include:</p> <p>Attendance Specialists and Community Liaisons: Assigned to sites to provide consistent outreach, relationship-building with families, and ongoing attendance monitoring. These staff are critical in supporting students with frequent absences and reconnecting them with school.</p> <p>Tiered Re-Engagement Strategies: Supports include home visits, parent meetings, individualized re-engagement plans, and incentives designed to increase student belonging and accountability.</p> <p>Districtwide Coordinator of Attendance: A new leadership role established to lead centralized data analysis, develop site-specific action plans, and facilitate professional development for school-based teams. This role ensures consistent implementation of evidence-based practices and supports site leaders in</p>	<p>Chronic absenteeism rate (disaggregated by group and site)</p> <p>Home visit logs and intervention case tracking</p> <p>Monthly Infinite Campus attendance summaries</p> <p>PELI family engagement data linked to attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>identifying trends, removing barriers, and tracking student re-engagement efforts.</p> <p>Together, these strategies support earlier identification of at-risk students, targeted interventions for high-need groups, and a culture of attendance as a shared district priority.</p> <p>Why LEA-wide: Chronic absenteeism affects students at every school site in PUHSD, with particularly high rates among unduplicated student groups. An LEA-wide approach ensures:</p> <ul style="list-style-type: none"> • Equity in re-engagement services and outreach capacity across all campuses • Standardization of practices and expectations to address chronic absenteeism consistently • Systemic coordination and data-informed decision-making through centralized support from the new Coordinator of Attendance • Shared professional learning for staff responsible for attendance and student re-engagement <p>Providing this action districtwide ensures that all students, especially those most vulnerable to disengagement, have access to the supports necessary to improve attendance and reestablish strong connections to their school community.</p> <p>Additionally, this action specifically supports Homeless students identified for Differentiated Assistance by addressing the disproportionately high rates of chronic absenteeism through</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		personalized outreach, barrier-reducing strategies, and cross-agency coordination designed to re-engage highly mobile and vulnerable youth.	
3.3	<p>Action: Securing School Environments</p> <p>Need: Suspension Rate (2024): 3.4% overall – Blue</p> <p>Significant subgroup gains:</p> <p>Foster Youth: –6% (10% Orange)</p> <p>SWD: –3.7% (5.8% Green)</p> <p>African American: –4.8% (5.2% Green)</p> <p>These reductions suggest school climate is improving, but safety and behavior management still require sustained investment.</p> <p>Scope: LEA-wide</p>	<p>This action strengthens PUHSD’s commitment to maintaining safe and supportive learning environments through a combination of personnel, infrastructure, and training-based supports. Specifically, the action includes:</p> <p>School Resource Officers and Campus Supervision Staff: Ensures that every school has trained professionals available to monitor, de-escalate, and respond to campus incidents in real time, promoting safety and trust among students and staff.</p> <p>Facilities Upgrades and Safety Protocols: Funds infrastructure improvements such as fencing, surveillance systems, secure entry points, and communication systems to enhance physical campus security.</p> <p>Site-Based Emergency Planning and Staff Professional Development: Supports annual training and updates to school safety plans, aligned with best practices in crisis response, threat assessment, and trauma-informed care.</p> <p>By proactively addressing potential safety risks and reinforcing a visible adult presence on campus, this action aims to prevent behaviors that lead to exclusionary discipline, particularly among historically overrepresented subgroups.</p>	<p>Suspension rate (overall and by subgroup)</p> <p>Incident report logs</p> <p>CHKS school safety perception data</p> <p>Safety drill implementation logs</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Why LEA-wide: All PUHSD schools serve unduplicated pupils and are responsible for implementing consistent safety protocols, behavior expectations, and emergency procedures. Providing this action LEA-wide ensures that:</p> <ul style="list-style-type: none"> • Every school has equitable access to safety personnel and resources. • Districtwide norms for supervision, crisis response, and behavioral expectations are upheld. • Systematic supports for at-risk students can be effectively coordinated across all campuses. <p>A districtwide approach also enables PUHSD to implement integrated safety training, streamline emergency communication, and ensure coherence in its restorative and disciplinary frameworks, supporting both climate improvement and equity in student outcomes.</p>	
<p>3.4</p>	<p>Action: Fostering Social and Emotional Health for Educational Success</p> <p>Need: CHKS data (2023):</p> <p>56.7% of unduplicated students did not feel safe</p>	<p>This action provides a districtwide system of care to address the complex social-emotional needs of students and reduce barriers to learning, with a focus on high-need populations. Key components include:</p> <p>Fully Staffed Wellness Centers: Each comprehensive high school maintains a dedicated space staffed with ERMHS (Educationally Related Mental Health Services)</p>	<p>Student visit logs to Wellness Centers</p> <p>Counseling caseload and service type reports</p> <p>Suspension and absenteeism trends for students receiving Tier 2/3 support</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>48.3% did not feel connected to school</p> <p>Growing demand for behavioral and mental health support, especially at small/alternative schools</p> <p>LTEs, Foster Youth, and Homeless students experience elevated chronic absenteeism and academic disengagement</p> <p>Scope: LEA-wide</p>	<p>clinicians, licensed social workers, substance abuse counselors, and wellness counselors to deliver integrated, trauma-informed care.</p> <p>Mental Health Referrals and Tiered Interventions (Tier 2/3): Students receive timely access to individualized mental health services, risk assessments, and wraparound support coordinated with school staff and community partners.</p> <p>Professional Development for School Staff: Districtwide training in social-emotional learning (SEL), suicide prevention, trauma-informed practices, and risk assessment builds school capacity to recognize and respond to student needs early.</p> <p>Planned Implementation of Tier 1 SEL Frameworks: PUHSD will expand Tier 1 SEL supports in general education settings to promote universal wellbeing and school connectedness for all students.</p> <p>This multi-tiered system of supports directly addresses students' sense of safety and belonging—two critical precursors to engagement, attendance, and academic success.</p> <p>Why LEA-wide: Although unduplicated pupils—particularly Foster Youth, English Learners, and Homeless students—are disproportionately affected by trauma and instability, all PUHSD students face rising mental health needs in today's educational landscape. Providing this action LEA-wide</p>	<p>CHKS student climate data</p> <p>Tiered intervention tracking logs</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ensures:</p> <ul style="list-style-type: none"> • Equitable access to wellness services across every school site • Consistency in the quality and scope of supports offered to all students, regardless of school type or location • Systemic alignment with Multi-Tiered System of Supports (MTSS) and trauma-informed school models • Capacity building across all sites to ensure early identification, prevention, and support for at-risk students <p>This universal approach is essential to advancing PUHSD’s vision of safe, supportive, and inclusive school communities where all students can thrive.</p>	
<p>4.2</p>	<p>Action: Empowering Parents: Building Capacity for Student Success</p> <p>Need: Educational partner feedback emphasized a need for greater access to academic, behavioral, and college/career readiness training for families.</p> <p>Engagement of underrepresented families (ELs, SED, Foster Youth) was inconsistent across sites, especially during evening events.</p>	<p>This action provides family education through Parent University, The Parent Project, and targeted workshops on attendance, mental health, and postsecondary planning. Multilingual materials and interpretation services ensure inclusive access. In 2025–26, PUHSD will expand session formats (evenings, virtual), align workshops to LCAP goals, and strengthen feedback collection to increase responsiveness to parent needs.</p> <p>Why LEA-wide: Unduplicated student groups exist across all campuses, and empowering their families with the knowledge to navigate academic systems is a critical equity strategy. Offering consistent,</p>	<p>Workshop attendance and completion rates (by subgroup)</p> <p>Parent survey responses and exit ticket data</p> <p>Frequency of PELI and ATP participation</p> <p>Growth in parent leaders across SSC, ELAC, DELAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CHKS data revealed lower parent participation in school planning and feedback processes in some subgroups.</p> <p>Scope: LEA-wide</p>	<p>accessible learning opportunities districtwide supports all students' success.</p>	
<p>4.4</p>	<p>Action: Enhancing Community Engagement: Fostering Effective Two-Way Communication</p> <p>Need: CHKS (2023) showed gaps in parent knowledge of how to engage in school activities</p> <p>Family engagement feedback identified inconsistent use of translated communication tools</p> <p>Unduplicated families, particularly EL and Homeless, reported barriers accessing school information in their preferred language or format</p> <p>Scope: LEA-wide</p>	<p>This action expands multilingual communications via ParentSquare, Infinite Campus, and printed materials, and funds PD for staff on language access and inclusive outreach strategies. In 2025–26, PUHSD will launch a districtwide feedback loop system, standardize communication protocols, and provide sites with tools for LCAP-aligned input collection (surveys, forums, focus groups).</p> <p>Why LEA-wide:</p> <p>Equitable two-way communication is foundational to parent engagement. Consistency in language access and input collection across all schools ensures that all educational partners—especially those supporting unduplicated students—can participate meaningfully in school planning and decision-making.</p>	<p>Translation usage logs and parent language preference reports</p> <p>Family survey participation (by subgroup and format)</p> <p>Stakeholder meeting attendance trends</p> <p>Documentation of how feedback informs site and district decisions</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.3</p>	<p>Action: English Learner Supplemental Services</p> <p>Need: PUHSD’s English Learner population continues to show critical academic needs based on 2024 California Dashboard performance:</p> <p>English Learner Progress Indicator (ELPI): Declined from 45.9% to 40.6% (Orange indicator)</p> <p>Reclassification Rate: Dropped to 17.2%, down from 18.2%</p> <p>Academic Indicator – Red Performance Levels for ELs: Math: –176.2 DFS ELA: –112.1 DFS</p> <p>Chronic Absenteeism for ELs: 43.4% (Orange)</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Long-Term English Learners (LTELs) have particularly poor outcomes and made minimal growth in academic performance. These metrics indicate a systemwide need for more effective, targeted supports for English Learners, including instructional scaffolding, designated/integrated ELD, and progress monitoring.</p> <p>(2) How the Action Addresses the Need(s) and Why It Is Designed for ELs: This action provides direct, supplemental services and support for English Learners across the district. Key components include:</p> <p>Designated and Integrated ELD Instruction: Structured English Immersion (SEI) using standards-aligned curricula to support academic language acquisition and access to grade-level content</p> <p>Class Size Reductions: Smaller class sizes for Newcomer and EL I–III courses, ensuring personalized instruction based on proficiency levels</p> <p>Professional Development: Ongoing, research-based PD for classroom teachers and EL Leads on effective ELD strategies, reclassification readiness, and cross-curricular scaffolding</p> <p>Ellevation Platform Use:</p>	<p>ELPI (English Learner Progress Indicator)</p> <p>Reclassification Rate (RFEP)</p> <p>CAASPP ELA and Math DFS for ELs and LTELs</p> <p>ELPAC Proficiency Levels</p> <p>Ellevation Usage Logs (student notes, case management, interventions tracked)</p> <p>STAR Renaissance Growth by EL subgroup</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Teachers use Ellevation to analyze individual EL and LTEL data, plan interventions, monitor growth, and collaborate during PLCs</p> <p>Why This Action is Limited to Unduplicated Pupils (ELs): These services are narrowly tailored to meet the language acquisition and academic support needs of English Learners, consistent with Education Code §306. They are not broadly applicable to all student groups and are legally and programmatically designed to serve ELs specifically.</p>	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All school sites in the Perris Union High School District (PUHSD) have an unduplicated student enrollment that exceeds 55%, including Foster Youth, English Learners, Homeless Youth, and students who qualify for free or reduced-price meals. As such, PUHSD qualifies for the Concentration Grant Add-On and will use these additional funds to maintain and expand direct services for students most in need.

For the 2025–26 school year, PUHSD plans to use Concentration Grant Add-On funding to increase the number of credentialed staff and support personnel who provide direct academic, social-emotional, and college/career readiness services across school sites with high concentrations of unduplicated students. These actions are strategically aligned with LCAP Goals 1–3 and are designed to address areas of greatest student need as identified in the California School Dashboard, stakeholder feedback, and Differentiated Assistance eligibility.

Specific funded actions include:

Goal 1: Academic Proficiency in ELA and Math

- Action 1.1: Literacy and Math Intervention Supports – Continued investment in class size reduction for reading and math intervention sections, including targeted supports for students with disabilities and ELs. This includes additional instructional staff and academic coaches focused on Tier I and II instruction.
- Action 1.3: English Learner Supplemental Services – Expanded access to ELD classes with reduced ratios, focused LTEL supports, and increased coaching for designated and integrated ELD instruction. The Ellevation platform is also used to monitor student progress and guide instruction.

Goal 2: College and Career Readiness

- Action 2.1: Student Support and Interventions – Additional intervention teachers and support staff for extended day programs, Scholar Saturdays, and online credit recovery platforms, especially at continuation and alternative education schools.
- Action 2.3: College & Career Counseling Supports – Hiring of additional counseling staff and AVID tutors to support CCI growth, FAFSA completion, and post-secondary transitions for underrepresented groups.

Goal 3: Safe and Supportive School Environments

- Action 3.1: Wellness and Behavioral Health Staffing – Ongoing funding for Social Workers, ERMHS therapists, and Wellness Center staff to support trauma-informed practices and alternatives to suspension.
- Action 3.2: Attendance Improvement Efforts – Funding for the district-level Attendance Coordinator and site-level attendance teams to address chronic absenteeism through data-driven outreach and intervention.

These investments directly respond to areas identified in the Dashboard as Red or Orange performance indicators for PUHSD’s unduplicated students, including math proficiency, English learner progress, chronic absenteeism, and college/career preparedness. The district’s plan emphasizes equity, early intervention, and consistent access to high-quality instruction and wraparound supports.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:36

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$123,204,509.00	\$34,109,785.00	27.686%	0.000%	27.686%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,109,785.00	\$2,552,241.00	\$0.00	\$288,807.00	\$36,950,833.00	\$27,041,254.00	\$9,909,579.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Literacy and Math: Enhancing the Core Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$1,871,370.00	\$2,536,696.00	\$4,408,066.00	\$0.00	\$0.00	\$0.00	\$4,408,066.00	
1	1.2	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$465,005.00	\$2,501,118.00	\$2,966,123.00	\$0.00	\$0.00	\$0.00	\$2,966,123.00	
1	1.3	English Learner Supplemental Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 to June 30, 2026	\$1,276,873.00	\$0.00	\$1,276,873.00	\$0.00	\$0.00	\$0.00	\$1,276,873.00	
2	2.1	Student Support and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$6,963,615.00	\$0.00	\$6,963,615.00	\$0.00	\$0.00	\$0.00	\$6,963,615.00	
2	2.2	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$1,429,223.00	\$2,753,854.00	\$4,183,077.00	\$0.00	\$0.00	\$0.00	\$4,183,077.00	
2	2.3	College & Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$3,153,800.00	\$691,778.00	\$3,845,578.00	\$0.00	\$0.00	\$0.00	\$3,845,578.00	
3	3.1	Enhancing Student Support and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$3,447,150.00	\$434,816.00	\$3,593,159.00	\$0.00	\$0.00	\$288,807.00	\$3,881,966.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$462,585.00	\$0.00	\$462,585.00	\$0.00	\$0.00	\$0.00	\$462,585.00	
3	3.3	Securing School Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$0.00	\$676,775.00	\$676,775.00	\$0.00	\$0.00	\$0.00	\$676,775.00	
3	3.4	Fostering Social and Emotional Health for Educational Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$5,419,392.00	\$0.00	\$5,419,392.00	\$0.00	\$0.00	\$0.00	\$5,419,392.00	
3	3.5	LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs	All	No				July 1, 2025 to June 30, 2026	\$1,261,746.00	\$0.00		\$1,261,746.00			\$1,261,746.00	
4	4.1	Enhancing Communication and Engagement to Support Student Success	All	No				July 1, 2025 to June 30, 2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.2	Empowering Parents: Building Capacity for Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$0.00	\$162,135.00	\$162,135.00	\$0.00	\$0.00	\$0.00	\$162,135.00	
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	All	No				July 1, 2025 to June 30, 2026	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	\$0.00	\$152,407.00	\$152,407.00	\$0.00	\$0.00	\$0.00	\$152,407.00	
5	5.1	College & Career Readiness	All	No			All Schools Specific Schools: Perris Lake High School Scholar+ Perris Lake High School: grades 10-12 Scholar+: grades 7-12	July 1, 2025 to June 30, 2026	\$388,426.00	\$0.00	\$0.00	\$388,426.00	\$0.00	\$0.00	\$388,426.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Comprehensive Support Services	All	No			All Schools Specific Schools: Perris Lake High School Scholar+ Perris Lake High School: grades 10-12 Scholar+: grades 7-12	July 1, 2025 to June 30, 2026	\$319,784.00	\$0.00	\$0.00	\$319,784.00	\$0.00	\$0.00	\$319,784.00	
5	5.3	Academic Support and Interventions	All	No			All Schools Specific Schools: Perris Lake High School Scholar+ Perris Lake High School: grades 10-12 Scholar+: grades 7-12	July 1, 2025 to June 30, 2026	\$582,285.00	\$0.00	\$0.00	\$582,285.00	\$0.00	\$0.00	\$582,285.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$123,204,509.00	\$34,109,785.00	27.686%	0.000%	27.686%	\$34,109,785.00	0.000%	27.686 %	Total:	\$34,109,785.00
								LEA-wide Total:	\$32,832,912.00
								Limited Total:	\$1,276,873.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Literacy and Math: Enhancing the Core Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,408,066.00	
1	1.2	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,966,123.00	
1	1.3	English Learner Supplemental Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,276,873.00	
2	2.1	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,963,615.00	
2	2.2	CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,183,077.00	
2	2.3	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,845,578.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Enhancing Student Support and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,593,159.00	
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$462,585.00	
3	3.3	Securing School Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$676,775.00	
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,419,392.00	
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,135.00	
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,407.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$34,241,874.00	\$34,864,588.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Literacy and Math: Enhancing the Core Curriculum	Yes	\$4,155,660.00	\$4,103,196.00
1	1.2	Instructional Technology	Yes	\$2,500,855.00	\$2,947,066.00
1	1.3	English Learner Supplemental Services	Yes	\$1,260,328.00	\$1,256,591.00
2	2.1	Student Support and Interventions	Yes	\$6,788,363.00	\$6,427,751.00
2	2.2	CTE Pathways	Yes	\$4,533,058.00	\$4,426,445.00
2	2.3	College & Career Readiness	Yes	\$2,878,153.00	\$3,783,328.00
3	3.1	Enhancing Student Support and Engagement	Yes	\$4,133,255.00	\$4,096,764.00
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	\$467,302.00	\$452,749.00
3	3.3	Securing School Environments	Yes	\$787,121.00	\$831,001.00
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	\$4,865,275.00	\$5,262,018

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Enhancing Communication and Engagement to Support Student Success	Yes	\$29,193.00	\$0.00
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	\$239,238.00	\$305,038.00
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	Yes	\$528,471.00	\$0.00
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	\$154,208.00	\$153,591.00
5	5.1	College & Career Readiness	No	\$386,881.00	\$281,814.00
5	5.2	Comprehensive Support Services	No	\$185,664.00	\$185,839.00
5	5.3	Academic Support and Interventions	No	\$348,849.00	\$351,397.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$32,832,432	\$32,849,670.00	\$33,749,156.00	(\$899,486.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy and Math: Enhancing the Core Curriculum	Yes	\$4,005,660.00	\$4,103,196.00		
1	1.2	Instructional Technology	Yes	\$2,460,855.00	\$2,947,066.00		
1	1.3	English Learner Supplemental Services	Yes	\$1,260,328.00	\$1,256,591.00		
2	2.1	Student Support and Interventions	Yes	\$6,788,363.00	\$6,427,751.00		
2	2.2	CTE Pathways	Yes	\$4,533,058.00	\$4,426,445.00		
2	2.3	College & Career Readiness	Yes	\$2,878,153.00	\$3,783,328.00		
3	3.1	Enhancing Student Support and Engagement	Yes	\$3,852,445.00	\$3,800,382.00		
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	\$467,302.00	\$452,749.00		
3	3.3	Securing School Environments	Yes	\$787,121.00	\$831,001.00		
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	\$4,865,275.00	\$5,262,018.00		
4	4.1	Enhancing Communication and Engagement to Support Student Success	Yes	\$29,193.00	\$0.00		
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	\$239,238.00	\$305,038.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	Yes	\$528,471.00	\$0.00		
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	\$154,208.00	\$153,591.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$120,439,583	\$32,832,432	0.000%	27.260%	\$33,749,156.00	0.000%	28.022%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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