

## LCFF Budget Overview for Parents

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

CDS Code: 33 67207 0000000

School Year: 2024-25

LEA contact information:

Kindy Mackamul

Interim Assistant Superintendent, Educational Services

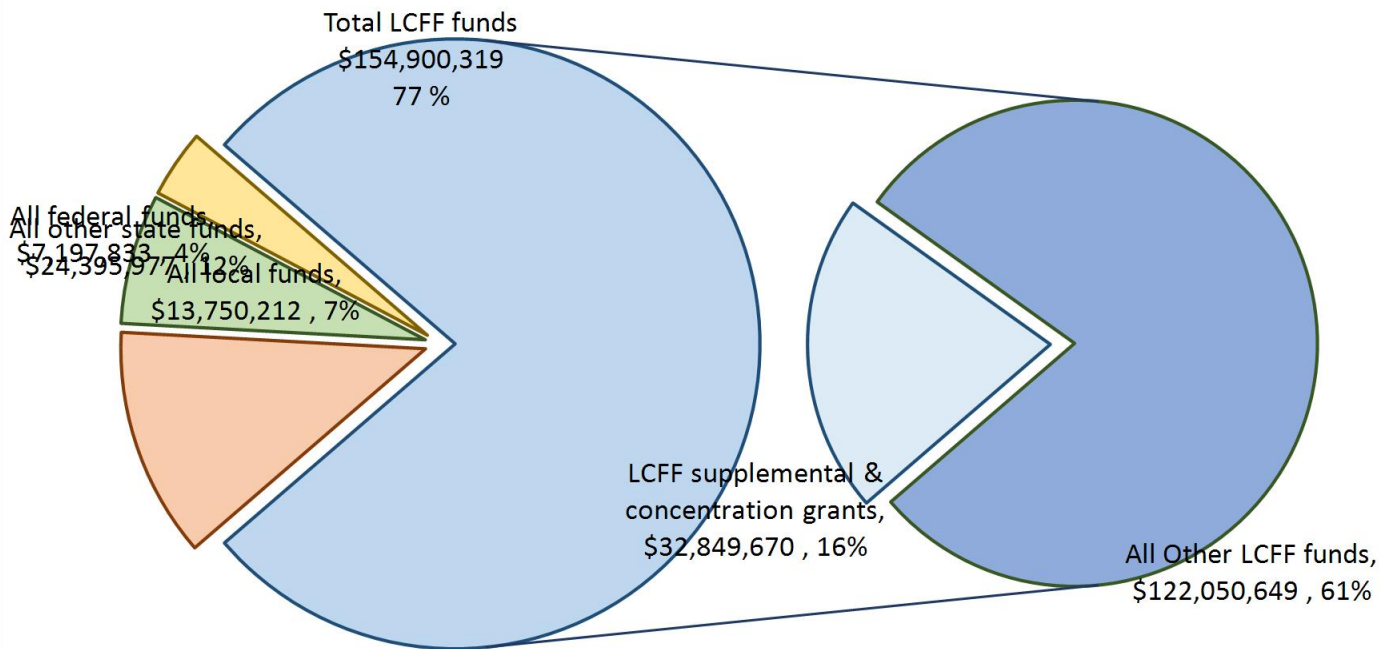
kindy.mackamul@puhsd.org

951-943-6369 ext. 81102

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 2024-25 School Year

#### Projected Revenue by Fund Source

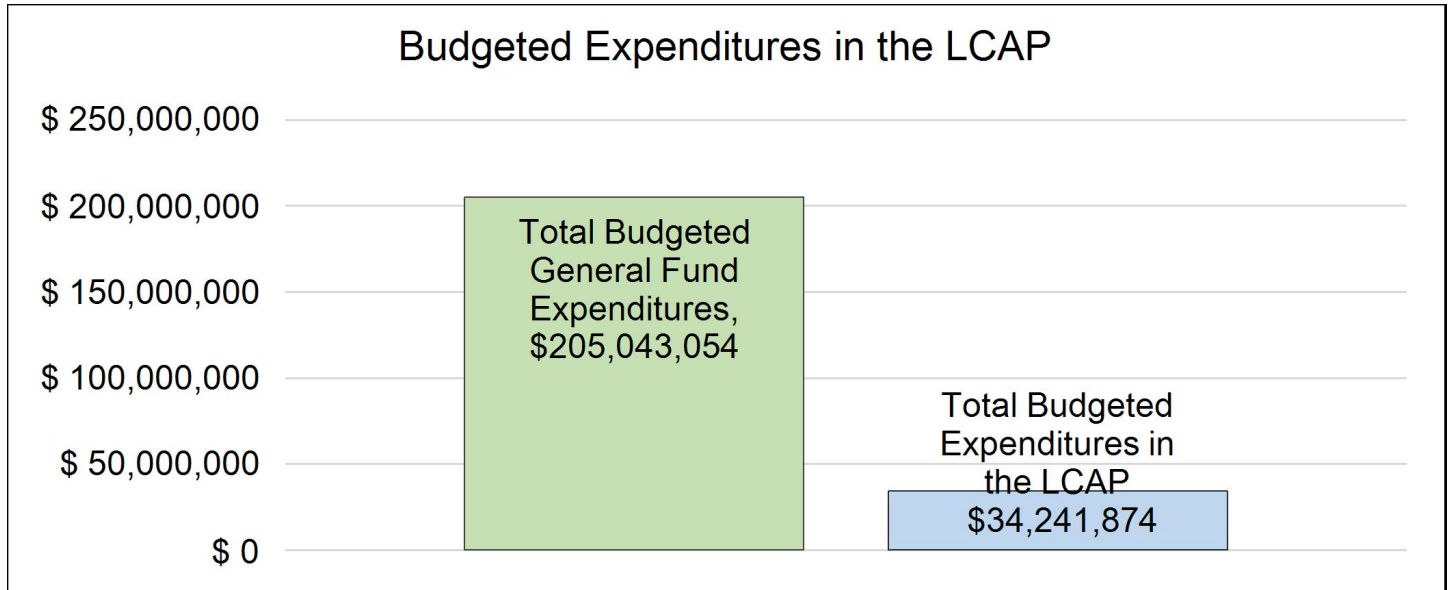


This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Union High School District is \$200,244,341, of which \$154,900,319 is Local Control Funding Formula (LCFF), \$24,395,977 is other state funds, \$13,750,212 is local funds, and \$7,197,833 is federal funds. Of the \$154,900,319 in LCFF Funds, \$32,849,670 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 2024-25. 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 \$205,043,054 for the 2024-25 school year. Of that amount, \$34,241,874 is tied to actions/services in the LCAP and \$170,801,180 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

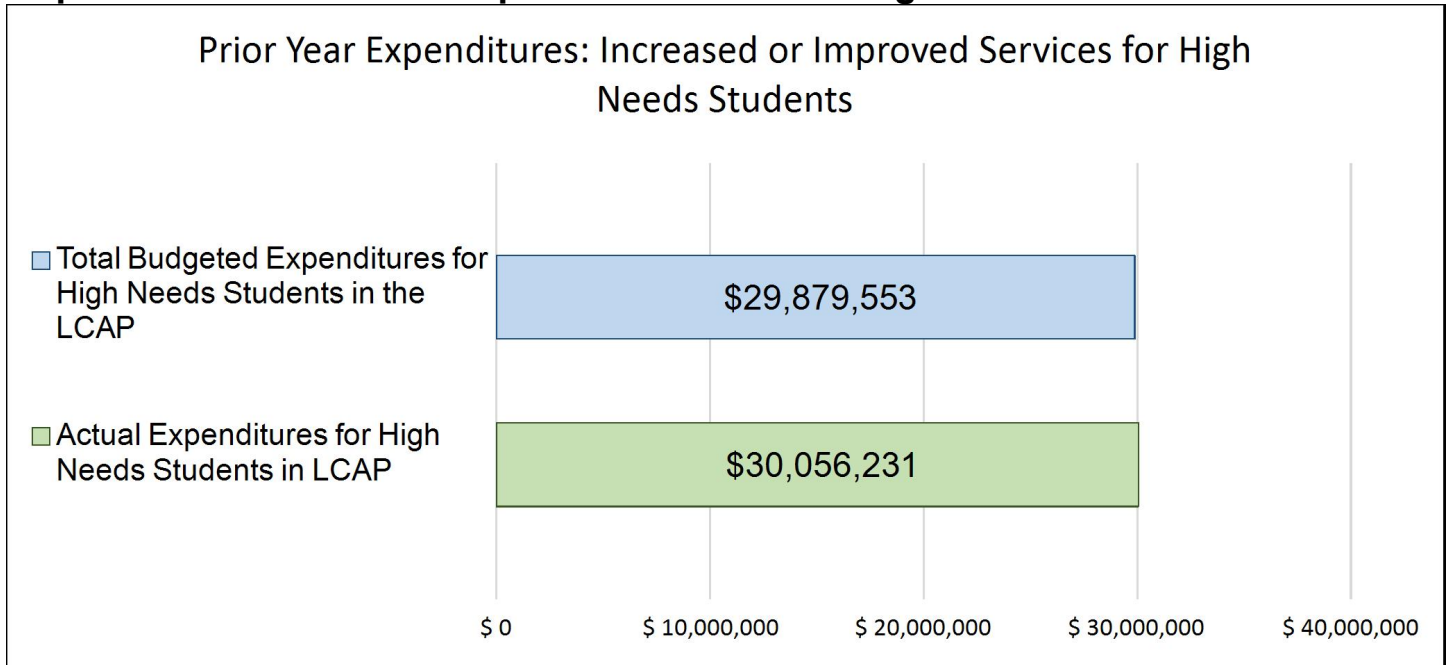
General operating cost that are not included in the LCAP: contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other materials/supplies necessary to operate the school district. Also includes: \$22,140,120 of the Special Education Contributions and \$6,058,348 Maintenance Contributions.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Perris Union High School District is projecting it will receive \$32,849,670 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 \$32,849,670 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 2023-24



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 2023-24, Perris Union High School District's LCAP budgeted \$29,879,553 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent \$30,056,231 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Union High School District	Kindy Mackamul Interim Assistant Superintendent, Educational Services	Kindy.mackamul@puhsd.org 951-943-6369 ext. 81102

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI)	ELPI Baseline is pending CDE data release due to limited number of ELPAC test administrations.	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing.	The ELPI Data is reported below under ELPAC Assessment EL Progress towards English Language Proficiency	The ELPI Data is reported below under ELPAC Assessment EL Progress towards English Language Proficiency	ELPI: 65%
EL Reclassification Rate	EL Reclassification Rate: Data Quest (19-20): 6%	The Reclassification Rate: Data Quest: 2020-21 year was 2.5%	The Reclassification Rate: Data Quest: 2021-22 RFEP rates have not yet been released. Preliminary estimates from RCOE have a 15.7% RFEP rate.	The Reclassification Rate: Data Quest: 2022-23 RFEP rates have not yet been released. Preliminary district estimates show an 18.2% RFEP rate.	EL Reclassification Rate: Data Quest: 12%
ELPAC Assessment: EL Progress towards English Language Proficiency	ELPI: CA Dashboard (18-19): 50.2%	The ELPI is not being reported due to the suspension of 2020 ELPAC Testing. However, students were assessed in 2021 and the per the CDE Summative ELPAC Reports,	ELPI: 51.1% EL students who progressed at least one ELPI level- 49.8% EL students who Maintained ELPI level 4- 1.3% EL students who maintained lower ELPI	ELPI: 45.9% EL students who progressed at least one ELPI level- 44.7% EL students who Maintained ELPI level 4- 1.3% EL students who maintained lower ELPI	ELPI: CA Dashboard: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		PUHSD had the following results: Level 4- 15.1% Level 3- 34.6% Level 2- 32.42% Level 1- 17.9%	levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 29.5% EL students who decreased at least one ELPI Level.- 19.4%	levels (i.e, levels 1, 2L, 2H, 3L, or 3H)- 32.3% EL students who decreased at least one ELPI Level.- 21.7%	
Annual SARC Report on Teacher Credentialing	SARC 2019-20: 100% of staff are appropriately assigned and fully credentialed in area taught.	SARC 2020-21: 100 % of staff are assigned and fully credentialed in the areas taught.	SARC 2021-22: 78.7% of staff are assigned and fully credentialed in the areas taught.	SARC 2021-22: 78.7% of staff are assigned and fully credentialed in the areas taught. *2021-22 is most recent data release.	100% of staff are appropriately assigned and fully credentialed in area taught
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: 100 % of students have access to standards aligned instructional materials.	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	SARC and Williams Report: 100 % of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials
California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2018-19: Baseline Priority 2- Overall Average Score of 4.0	2020-21 Dashboard: Overall Average Score of 4.0	2021-22 Dashboard: Overall Average Score of 4.0	2022-23 Dashboard: Overall Average Score of 4.1	Priority 2- Overall Average Score of 4.3
California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and	2018-19: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	2020-21: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0	2021-22 Dashboard: Overall Average Score of 4.0	2022-23 Dashboard: Overall Average Score of 4.1	Priority 2 CCSS and ELD Standards- Average Score of 4.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ELD standards to gain academic content knowledge and English language proficiency					
Academic Indicator (Grades 5-8 and 11) ELA	<p>2018-19: Average Distance from Standard: All Students- Status: -19.7. Change: 14.8 English Learners- Status: -85.2. Change: 6.1 Homeless- Status: -39.7. Change: 9. Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5. Students with Disabilities- Status: -119. Change: 15.5 African American- Status: -48. Change: 8.5. Asian- Status: 117.7 Change: 51.5 Filipino- Status: 84.7. Change: 1.5 Hispanic- Status: -31.9. Change: 15. White- Status: -31.1 Change: 10.1 Two or More Races- Status: 37.8. Change: 30.3</p>	<p>The Academic Indicator was not reported due to the suspension of 2020 CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in ELA for students in grades 5-8 and 11 in spring 2021. The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows:  All Students- 48.21% English Learners (Ever ELs)- 39.7% Homeless- 35.7% Socioeconomically Disadvantaged- 43.47% Students with Disabilities- 11.68% African American- 39.80%</p>	<p>Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.  2022 Dashboard results Average Distance from Standard: All Students- Status: -45.5. English Learners- Status: -120.7. Homeless- Status: -96.8. Socioeconomically Disadvantaged- Status: -65. Students with Disabilities- Status: -140.9.</p>	<p>Average Distance from Standard: All Students- Status: -36.9. Change: 9.3 English Learners- Status: -112.1. Change: 8.8 Homeless- Status: -57.7. Change: 43.3 Socioeconomically Disadvantaged- Status: -50.6. Change: 15.1 Students with Disabilities- Status: -130.8. Change: 13.9 African American- Status: -45.8. Change: 24.5 Asian- Status: 54.8 Change: -7.6 Filipino- Status: 63.6. Change: 54.3 Hispanic- Status: -49.4. Change: 10.7 White- Status: -12.1 Change: -9.2 Two or More Races- Status: 20.8. Change: 1.8</p>	<p>Average Distance from Standard: All Students- Status: 1. Change: 20 English Learners- Status: -65.2. Change: 20 Homeless- Status: -19.7. Change: 20 Socioeconomically Disadvantaged- Status: -14.8. Change: 20 Students with Disabilities- Status: -99. Change: 20 African American- Status: -28. Change: 20 Asian- Status: 117.7 Change: Maintain Filipino- Status: 84.7. Change: Maintain Hispanic- Status: -11.9. Change: 20 White- Status: -11.1 Change: 20 Two or More Races- Status: 57.8. Change: 20</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Asian- 70.73% Filipino- 89.36% Hispanic- 43.78% White- 60.92% Two or More Races- 65.21%	African American- Status: -68 Asian- Status: 62.4 Filipino- Status: 54.3. Hispanic- Status: -59.7. White- Status: -0.7 Two or More Races- Status: 19.6.		
Academic Indicator (Grades 5-8 and 11) Math	2018-19: Average Distance from Standard: All Students- Status: -100. Change: 12. English Learners- Status: -147.8. Change: 3.9. Homeless- Status: -121. Change: 9.1. Socioeconomically Disadvantaged- Status: -111.4. Change: 8.7. Students with Disabilities- Status: -190.6. Change: 7.3 African American- Status: -128.2. Change: 7 Asian- Status: -50.7. Change: 67.1 Filipino- Status: 13.6. Change: 25.2 Hispanic- Status: -110.9 Change: 9.9	The Academic Indicator was not reported due to the suspension of 2020 CAASPP and LEA discretion for administering local assessments in 2021. PUHSD administered the SBAC in Math for students in grades 5-8 and 11 in spring 2021 The percent of students scoring Standard Met or Exceeded per the CDE CAASPP Reporting site is as follows:  All Students- Status- 21.09% English Learners (Ever ELs)- 15.95% Homeless- 11.48%	Status was reported in the 2022 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.  2022 Dashboard results Average Distance from Standard: All Students- Status: -131.5. English Learners- Status: -184.4. Homeless- Status: -186.2.	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 Students with Disabilities- Status: -217.7. Change: -6.6 African American- Status: -150.1. Change: 9 Asian- Status: -39.4 Change: .5 Filipino- Status: -25.6. Change: 10.6 Hispanic- Status: -149.2. Change: -4.5	Average Distance from Standard: All Students- Status: -80. Change: 20. English Learners- Status: -127.8. Change: 20. Homeless- Status: -101. Change: 20. Socioeconomically Disadvantaged- Status: -91.4. Change: 20. Students with Disabilities- Status: -170.6. Change: 20. African American- Status: -108.2. Change: 20. Asian- Status: -30.7. Change: 20. Filipino- Status: 33.6. Change: 20. Hispanic- Status: -90.9 Change: 20.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White- Status: -59.9. Change: 13.3 Two or More Races- Status: -54.9. Change: 28.7	Socioeconomically Disadvantaged- 17.63% Students with Disabilities- 3.49% African American- 15.46% Asian- 44.73% Filipino- 65.91% Hispanic- 17.21% White- 32.94% Two or More Races- 32.56%	Socioeconomically Disadvantaged- Status: -144.8. Students with Disabilities- Status: - 202.6. African American- Status: -153.6 Asian- Status: -38.9 Filipino- Status: -36.2. Hispanic- Status: - 143.5. White- Status: -89 Two or More Races- Status: -101.	White- Status: -120 Change: -26.5 Two or More Races- Status: -100.9. Change: 2.3	White- Status: -39.9. Change: 20. Two or More Races- Status: -34.9. Change: 20.

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### 1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-

This action was fully implemented.

#### Success:

All teachers in the district were provided professional development on Integrated ELD at the districtwide PD event in October. The training focused on Literacy strategies for English Learners in all content areas and differentiated instructional strategies for students at different ELPAC levels. Teachers were given time to explore the Ellevation Strategies platform and collaborate with colleagues to analyze and evaluate a variety of instructional resources, lesson plans, and materials to support Literacy across the Curriculum for English Learners. All teachers in the district were provided professional development by our district Academic Coaches to improve student literacy in all content areas. The focus of the PD this year was on writing in different content areas and teachers were provided strategies for writing and given time to collaborate with other teachers under the guidance of the Academic Coaches.

#### Challenges:

Challenges for this action included teacher absences during mandated professional development days and difficulty pulling teachers from regular instructional days to provide professional development.

## 1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS)

### Success:

The ATS teacher, Speech Pathologist, and Program Specialist positions were fully funded and staffed. The reduced class sizes for Reading Intervention sections were in place during the 2023-24 school year. The Late Bus for after school support program at Pinacate was offered.

### Challenges:

There were no challenges in implementing these actions/services.

## 1.3 Instructional Technology-

### Success:

Provided training and support for the integration of technology in all content areas  
All positions were funded and staffed during the 2023-24 school year.  
All students were provided their own district Chromebook and teachers were provided Laptops and additional Educational Technology.

Challenges: There were no challenges in implementing this action, all actions were implemented successfully.

## 1.4 English Learner Supplemental Services

### Success:

Designated ELD sections were offered at reduced class size so that teachers could provided supplemental monitoring and intervention services.  
Each comprehensive school site had an EL Teacher Lead, on partial release, to provided instructional support for teachers, and provided supplemental monitoring and support for English Learners.

### Challenges:

There were limited challenges in implementing this action, some of the sites had difficulty with staffing and some ELD sections were covered by long term guest teachers.

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 \$1,856,493 and Estimated Actual Expenditures \$2,059,446 is (\$202,953)

Justification: Salary increases and bonuses, extra duty and subs

1.2 Difference between Budgeted \$1,308,558 and Estimated Actual Expenditures \$1,352,758 is (\$44,200)

Justification: Salary increases and bonuses, increased software expenditures than budgeted

1.3 Difference between Budgeted \$2,111,394 and Estimated Actual Expenditures \$2,111,394 is \$0

Justification:

1.4 Difference between Budgeted \$1,976,042 and Estimated Actual Expenditures \$1,652,507 is \$323,535

Justification: Budgeted for more EL Release Sections than used

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum-

The 2023 Dashboard now reports both status and change along with the color designation. For the ELA Academic Indicator, the Asian and Filipino subgroups achieved a designation of "Green," and the Two or More races subgroup achieved a status of "Yellow." All other subgroups were in the Orange category. For the Math Academic Indicator, the Asian subgroup was Yellow and Filipino subgroup achieved a status of Green. All other subgroups were in the Orange or Red Categories.

Success:

- The focus on Literacy Across the Curriculum was an effective action to help students readjust to regular instruction and improve towards proficiency in ELA and Math however there needs to be continued work to improve literacy and align instruction to the rigor of the CAASPP.
- All teachers were trained at the district PD days on Literacy across the curriculum with a focus on writing in the different content areas.

1.2 Targeted Support Services and Implementation of Multi-Tiered System of Support (MTSS).

This action was proven to be effective; there has been an intentional effort to reduce suspensions and expulsions across PUHSD. In terms of discipline responses a specific area of focus was to be more aware of the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at all of the Perris Union High School District's school sites. Students with nonviolent offenses were placed in the alternative to suspension coaching program which taught restorative practices. Students were able to focus on what they did and how to correct their behaviors for the future. They are a way of working with conflict that puts the focus on repairing the harm that has been done, and includes all of the parties involved. Each ATS teacher trained intensively for a week at the beginning of the school year by a third party organization on the best practices to use in ATS. There was also monthly visits by the consultants and the Office of Student Services to help continue to address the concerns of our teachers or paraeducators in ATS. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities. A review of the alternative to suspension data has demonstrated the interventions have had a dramatic impact.

1.3 Instructional Technology- Provide training and support for the integration of technology in all content areas.

Site Instructional Technology TOSAs continued to provide training and support for teachers, administrators, and classified staff on a daily basis. Extensive training was provided for all PUHSD teachers at the district professional development event and the district TOSAs provided ongoing trainings in a variety of formats including Ed Camps, individualized coaching, and Twitter chats. T

This action was effective as it was crucial to support teachers in the use of multiple Educational Technology platforms including Canvas, the district Learning Management System.

1.4 English Learner Supplemental Services

The reduced class sizes in Designated ELD sections were critical for teachers to provide additional monitoring and intervention for EL students. This was the second year using the Ellevation platform which helped us document progress and interventions to enhance the this process. Teachers completed individual monitoring forms for students in their Designated ELD section. The forms ask teachers to evaluate student performance in the Listening, Speaking, Reading, and Writing domains, document interventions provided in the classroom, and suggest additional interventions if applicable. The EL Teacher Lead release sections were also extremely effective in providing additional supports for English Learners. EL Leads assisted in the assessment of students, providing push-in interventions and instructional coaching for teachers, and professional development on ELD Standards and effective strategies for ELs.

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

Changes to Goal: No change

Changes to Metrics: Eliminated ELPAC Assessment metric due to redundancy with the ELPI. The ELPI used to include ELPAC results and Reclassification Rates but is now based strictly on the ELPAC and the percentage of students who improve every year. Listing the ELPI and the ELPAC results is repetitive.

Changes to Actions and Services:

- Action 1.2 is being moved in to LCAP Goal #3 as it is more closely related to pupil services related actions and services.
- LCAP Goal #5: Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness, will be eliminated and the Actions 5.1 and 5.2 activities and strategies will be embedded in the 2024-25 LCAP Goal #1 & #3.

**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.**

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Graduation Rate	CA Dashboard 2019-20 Graduation Rate: 91.4%  Dashboard Performance Level: Green SWD: 76.6% Dashboard Performance Level: Orange White: 93.3% Dashboard Performance Level: Green EL: 85.9% Dashboard Performance Level: Green	No CA Dashboard data available for 2020-21  2020-21 Data Quest Data All Students: 90.5% English Learners: 80.6% Foster Youth: 68.2% Homeless: 86.6% SED: 89.7% SWD: 81.4% African American: 82.9% Hispanic: 89.6% White: 93.1%	2021-22 CA Dashboard Graduation Rate:  All Students: 91.4% English Learners: 84% Foster Youth: 81.6% Homeless: 91.4% SED: 90.5% SWD: 77.4% African American: 86.2% Hispanic: 90.9% White: 92.3%	CA Dashboard 2023-24 Graduation Rate:  All Students: 91.9% English Learners: 85.9% Foster Youth: 84.6% Homeless: 80.9% SED: 91.7% SWD: 78.6% African American: 86.5% Hispanic: 92.2% White: 90.8%	CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94%  All Students: 92-94% English Learners: 88.6% Foster Youth: 70.2% Homeless: 88.6% SED: 90.7% SWD: 82.4% African American: 84.9% Hispanic: 90.6% White: 94.4%
LEA A-G Completion Rate: All Students	A-G Completion Rate: Data Quest (2019-20):  All Students: 33.7%	A-G Completion Rate: Data Quest (2020-21):  All Students: 39.9%	A-G Completion Rate: CA Dashboard (2021-22):	A-G Completion Rate: Dashboard Additional Reports (2022-23)	A-G Completion Rate: CA Dashboard (2023-24):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 11.1% Foster Youth: 0.0% Homeless: 24.7% SED: 29.8% SWD: 5.1% African American: 28.0% Hispanic: 29.2% White: 40.5%	English Learners: 11.7% Foster Youth: 0.0% Homeless: 26.4% SED: 36.6% SWD: 5.7% African American: 26.1% Hispanic: 37.0% White: 44.3%	All Students: 27.7% English Learners: 7.6% Foster Youth: 5.3% Homeless: 20.1% SED: 23.9% SWD: 4.4% African American: 25.4% Hispanic: 24.6% White: 30.1%	All Students: 37.9% English Learners: 12.9% Foster Youth: 7.7% Homeless: 23.2% SED: 34.0% SWD: 10.2% African American: 33.9% Hispanic: 33.2% White: 46.7%	All Students: 43% English Learners: 13.7% Foster Youth: 1.0% Homeless: 28.4% SED: 38.6% SWD: 6.7% African American: 28.1% Hispanic: 39.0% White: 46.3%
LEA AP Scores: All Students	Local Pass Rate (2019-20):  All Students: 42.5% English Learners: 0.4% Foster Youth: 0.0% Homeless: 2.7% SED: 74.6% SWD: 0.0% African American: 2.2% Hispanic: 58.7% White: 16.6%	Local Pass Rate (2020-21):  All Students: 32.3% English Learners: 2.6% Foster Youth: 0.0% Homeless: 1.7% SED: 71.3% SWD: 0.6% African American: 2.4% Hispanic: 55.7% White: 16.1%	Local Pass Rate (2021-22): CA Dashboard  All Students: 36.4% English Learners: 17.6% Foster Youth: 1.8% Homeless: 12.4% SED: 84.2% SWD: 15.7% African American: 6.0% Hispanic: 67.7% White: 16.2%	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%	Local Pass Rate (2023-24):  All Students: 36.9% English Learners: 3.6% Foster Youth: 1.0% Homeless: 2.7% SED: 75.3% SWD: 1.6% African American: 3.4% Hispanic: 59.7% White: 18.1%
LEA EAP Scores: All 11th grade students	EAP ELA Scores 2018-19 English Language Arts	EAP ELA Scores 2020-21 English Language Arts	EAP ELA Scores 2021-22 English Language Arts	EAP ELA Scores 2022-23 English Language Arts	EAP ELA Scores 2020-21 English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)	EAP ELA College Ready (Standard Exceeded)
	All Students- 23.0% English Learners (Ever ELs)- 15.1% Homeless- 17.7% Socioeconomically Disadvantaged-18.1% Students with Disabilities- 0.5% African American- 22.1% Hispanic- 17.5% White- 31.4%	All Students- 24.9% English Learners (Ever ELs)- 17.4% Homeless- 21.1% Socioeconomically Disadvantaged-21.4% Students with Disabilities- 1.6% African American- 21.0% Hispanic- 20.1% White- 30.2%	All Students- 17.2% English Learners (Ever ELs)- 12.3% Homeless- 4.2% Socioeconomically Disadvantaged- 13.8% Students with Disabilities- 2.2% African American- 13.0% Hispanic- 12.8% White- 26.2%	All Students- 12.21% English Learners (Ever ELs)-0.3% Homeless- 7.88% SED-9.75% SWD- 2.72% African American- 10.97% Hispanic- 9.81% White- 19.79%  EAP ELA College Ready Conditional (Standard Met)	All Students- 27.9% English Learners (Ever ELs)- 20.4% Homeless- 24.1% Socioeconomically Disadvantaged-24.4% Students with Disabilities- 2.6% African American- 24.0% Hispanic- 24.1% White- 34.2%
	EAP ELA College Ready Conditional (Standard Met)	EAP ELA College Ready Conditional (Standard Met)	EAP ELA College Ready Conditional (Standard Met)	All Students- 26.67% English Learners (Ever ELs)-2.59% Homeless-22.17% SED-24.73% SWD- 9.83% African American- 26.16% Hispanic- 24.82% White- 32.39%	EAP ELA College Ready Conditional (Standard Met)
	All Students- 33.1% English Learners (Ever ELs)- 33.6% Homeless- 28.1% Socioeconomically Disadvantaged-32.5% Students with Disabilities- 11.2% African American- 26.5% Hispanic- 33.9% White- 36.7%	All Students- 34.6% English Learners (Ever ELs)- 32.4% Homeless- 28.1% Socioeconomically Disadvantaged-33.4% Students with Disabilities- 14.4% African American- 29.2% Hispanic- 35.5% White- 32.4%	All Students- 29.3% English Learners (Ever ELs)- 24.3% Homeless- 20.8% Socioeconomically Disadvantaged-26.0% Students with Disabilities- 7.9% African American- 26.1% Hispanic- 28.3% White- 32.6%	EAP Math College Ready (Standard Exceeded)	All Students- 37.6% English Learners (Ever ELs)- 35.4% Homeless- 31.1% Socioeconomically Disadvantaged-36.4% Students with Disabilities- 16.4% African American- 32.2% Hispanic- 38.5% White- 35.4%
				All Students- 2.49%	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 6.0% English Learners (Ever ELs)- 4.2% Homeless- 4.4% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0.5% African American- 1.8% Hispanic- 3.6% White- 10.2%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 17.1% English Learners (Ever ELs)- 13.5% Homeless- 11.3% Socioeconomically Disadvantaged-14.6% Students with Disabilities- 0.5% African American- 12.4% Hispanic- 14.8% White- 21.1%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 7.6% English Learners (Ever ELs)- 3.7% Homeless- 3.1% Socioeconomically Disadvantaged-5.4% Students with Disabilities- 0% African American- 1.5% Hispanic- 4.4% White- 11.3%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 20.3% English Learners (Ever ELs)- 18.1% Homeless- 12.7% Socioeconomically Disadvantaged-18.0% Students with Disabilities- 2.9% African American- 15.0% Hispanic- 18.2% White- 23.5%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 3.2% English Learners (Ever ELs)- 1.8% Homeless- 1.4% Socioeconomically Disadvantaged-1.9% Students with Disabilities- .4% African American- .8% Hispanic- 1.7% White- 6.7%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 10.6% English Learners (Ever ELs)- 6.8% Homeless- 2.7% Socioeconomically Disadvantaged-8.9% Students with Disabilities- 0.9% African American- 7.0% Hispanic- 8.1% White- 16.0%</p>	<p>English Learners (Ever ELs)- 0% Homeless- 1% SED-1.82% SWD- 0.21% African American- 2.56% Hispanic- 1.79% White-3.65%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students-9.17% English Learners (Ever ELs)- 0.76% Homeless- 5.97% SED: 7.91% SWD- 1.26% African American- 8.79% Hispanic-7.75% White- 11.98%</p>	<p>EAP Math College Ready (Standard Exceeded)</p> <p>All Students- 9.6% English Learners (Ever ELs)- 5.7% Homeless- 5.1% Socioeconomically Disadvantaged-8.4% Students with Disabilities- 1% African American- 3.5% Hispanic- 7.4% White- 14.3%</p> <p>EAP Math College Ready Conditional (Standard Met)</p> <p>All Students- 23.3% English Learners (Ever ELs)- 21.1% Homeless- 15.7% Socioeconomically Disadvantaged-21.0% Students with Disabilities- 4.9% African American- 18.0% Hispanic- 21.2% White- 26.5%</p>
LEA CTE Course Completers	CTE Course Completers:	LEA CTE Course Completers	LEA CTE Course Completers	LEA CTE Course Completers	LEA CTE Course Completers:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(who are part of the graduation cohort)	Data Quest (2019-20): 5.8%	Data Quest (2020-2021): All Students: 8.3% English Learners: 3.5% Foster Youth: 0.0% Homeless: 6.9% SED: 8.0% SWD: 1.8% African American: 5.7% Hispanic: 7.4% White: 12.0%	CA Dashboard (2021-2022): All Students: 9.1% English Learners: 0.8% Foster Youth: 2.6% Homeless: 6.7% SED: 8.4% SWD: 4.1% African American: 8.5% Hispanic: 8.7% White: 7.7%	Data Quest (2022-2023): All Students: 12.4% English Learners: 10.3% Foster Youth: 11.5% Homeless: 7.2% SED: 12.6% SWD: 5.3% African American: 10.5% Hispanic: 13.1% White: 10.6%	CA Dashboard (2023-24): All Students: 10.3% English Learners: 4.5% Foster Youth: 1.0% Homeless: 7.9% SED: 9.0% SWD: 2.8% African American: 6.7% Hispanic: 9.4% White: 14.0%
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 80%	Local FAFSA Completion Rate (2020-21): 72%	Local FAFSA Completion Rate (2021-22): 82%	Local FAFSA Completion Rate (2022-23): 80.14%	Local FAFSA Completion Rate (2023-24): 89%
LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2019-20): 2,017 total students English Learners: 5.9% Foster Youth: 0.4% Homeless: 5.9% SED: 53.3% SWD: 2.8% African American: 5.6% Hispanic: 78.9%	Local AVID Participation Rate (2020-21): 2,083 total students English Learners: 6.8% Foster Youth: 0.2% Homeless: 5.5% SED: 79.3% SWD: 3.3% African American: 4.7% Hispanic: 79.3%	Local AVID Participation Rate (2021-22): 1921 total students English Learners: 6.2% Foster Youth: 0.2% Homeless: 5.7% SED: 78.2% SWD: 3.1% African American: 5.1% Hispanic: 80.1%	Local AVID Participation Rate (2022-23): 1980 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%	Local AVID Participation Rate (2023-24): Maintain student enrollment 2100-2200 English Learners: 7.8% Foster Youth: 1.2% Homeless: 7.5% SED: 80.3% SWD: 4.3% African American: 6.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 8.8%	White: 8.5%	White: 8.7%	White: 7.85%	Hispanic: 81.3% White: 10.5%
College and Career Indicator (CCI)	CA Dashboard CCI Indicator: (2019-20) Prepared: 35% Approaching Prepared: 18.9% Not Prepared: 46.2%	No CA Dashboard CCI Indicator Available for 2020-21	No CA Dashboard CCI Indicator Available for 2021-22	CA Dashboard CCI Indicator: (2022-23) 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%	CA Dashboard CCI Indicator: (2023-24) Prepared: 39.7% Approaching Prepared: 25.8% Not Prepared: 34.5%
LEA Percentage of pupils who have completed both A-G and CTE	% A-G and CTE Completers: 2019-20: 1.4% CALPADs	Data Quest % A-G and CTE Completers 2020-2021:  All Students: 4.6% English Learners: 1.3% Foster Youth: 0.0% Homeless: 3.6% SED: 4.4% SWD: 0.90% African American: 2.4% Hispanic: 4.2%	CA Dashboard % A-G and CTE Completers 2021-2022  All Students: 4.6% English Learners: 0.0% Foster Youth: 0.0% Homeless: 2.2% SED: 3.7% SWD: 0.3% African American: 5.4% Hispanic: 4.1%	Data Quest % A-G and CTE Completers 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%	Data Quest % A-G and CTE Completers 2023-24:  All Students: 5.6% English Learners: 2.3% Foster Youth: 1.0% Homeless: 4.6% SED: 5.4% SWD: 1.9% African American: 3.4% Hispanic: 5.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White: 6.0%	White: 3.4%	White: 7.5%	White: 7.0%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### 2.1 Student Support and Interventions

This action has been fully implemented with mixed results.

#### Successes:

Students continue to recover credits in order to maintain A-G status and complete graduation requirements. In an effort to address the after effects of COVID 19, the district extended modified credits for graduation to the class of 2024 and provided increased opportunities at the comprehensive sites for students to access credit recovery through Plato and not have to commute to the alternative education site. Increase in A-G completion overall for students, for Foster Youth (+12.97), Homeless (+9.4%), Socioeconomically Disadvantaged (+54.91), and Hispanic students (+38.87). The district counselors, regularly ran data for site counseling teams regarding student progress toward attaining A-G. Site teams then utilized this data to conduct transcript analysis with the guidance of the district team in order to validate courses for A-G when possible. Additionally, students had access to Graduation Alliance which allowed for them to retake A-G courses. The district also made an explicit effort to review and revise courses of study and submit to the CMP in order to increase the A-G offerings at sites for students. Incentives and acknowledgements for student attaining A-G status also helped to gain buy-in from students and improve the district A-G rates.

Began the process of vertical articulation through developing PLCs by identifying essential standards and reviewing scope and sequence to meet the academic needs of students.

#### Challenges:

Decrease in Homeless graduation rate by 10.5%

Decrease in the White graduation rate by 1.5%

Decrease in A-G completion rates for English Learners (-0.68%), Students with Disabilities (-0.89%), African American students (-20.5%), and White students (-13.59%).

While many external efforts were made to improve graduation rates and A-G rates, the challenge is that students are not being successful in their courses. There is a lack of common assessments to facilitate data driven instruction. A focus on data driven instruction would lead to best, first instruction and eliminate the need for as many students needing validation to maintain A-G and credit recovery to be on track for graduation.

### 2.2 CTE Pathways

This action has been fully implemented with mixed results.

#### Successes:

Increase in CTE pathway completers for all students by 3.3% with a pass rate of 84.51%. This reflects an increase in all subgroups as well. All CTE courses of study are now current and pathway coding has been cleaned-up and revised in the SIS for accuracy in reporting moving forward. Accurate coding and training for counselors in pathway sequence contributed to the increase. CTE Pathway offerings are aligned with student interests and optimal employment/growth opportunities also help ensure student stay committed to completing pathways.

#### Challenges:

Pathways were not accurately aligned and students were not placed in the correct order of concentrator and then capstone to be considered completers. Now that internal documents have been revised this will carry over into the SIS system. Counselor training is ongoing.

#### 2.3 Comprehensive Counseling Programs:

This action has been fully implemented, but there is a need to continue to support comprehensive counseling programs as a component of college and career readiness.

#### Successes:

Professional development provided throughout the year for improving systems provided by RCOE focused on data literacy, systems thinking, and improvement science.

Counseling teams provided opportunities to attend numerous county professional developments designed to improve professional practice including CSU/UC validation and requirements, CCGI, and an overall understanding of the ACSA National Model.

Comprehensive NCAA training to support student athletes both academically and social-emotionally.

Counselors also received monthly professional development and collaboration time to learn systems for MTSS, SSTs, and 504s; this will be ongoing.

Increased A-G completion by 10% at comprehensive high schools through data analysis and transcript analysis resulting in increased validation.

#### Challenges:

Budget cuts will result in counseling reductions in the 2024-25 school year and the repercussions were felt in resignations with some support staff in 2023-24.

There is still a lack of consistency in practices in sites across the district and a need in continued professional development and support around district wide expectations for counselors and systems of support.

#### 2.4 College and Career Readiness

This action has been fully implemented but needs to include the comprehensive counseling program as part a a holistic approach to improving student outcomes.

#### Successes:

Students continue to enroll and successfully complete dual enrollment courses with 1,185 students enrolled in 2022-23 and a 90% passing rate. The district has worked extensively to expand partnerships with neighboring community colleges to increase opportunities for dual enrollment including increasing section offerings and access to annex programs..

Students submitted 2,565 more applications to public colleges and universities in 2022 with a total of 3,832 applications submitted. Counselors were pivotal in working one-on-one with students on application completion and students expanded their selection process through two college fairs hosted by the district.

Over half, 53.2%, were either prepared or approaching prepared according to the College and Career Indicator designated on the California Dashboard. This is a direct result of the increase in A-G fostered by the efforts of counselors in validating courses on transcripts, access to A-G credit recovery options, and the increase in A-G course offerings for original credit on campuses.

The increase in courses that meet the A-G requirements by rewriting multiple courses to submit to the CMP for A-G approval were made possible through the intentional support from the district academic coaches and teacher dedication to revising courses during pullout days.

#### Challenges:

FAFSA/CADAA completion and AVID participation remained status quo.

Student EAP scores in English (-7.62%) and Math (-2.14%) decreased in both standard exceeded and standard met. Based on the amount of courses requiring validation for A-G, it is evident that students are not being successful in acquiring the information and standards in their courses on the first attempt. The lack of aligned scope and sequence as well as common assessments impacts teachers ability to implement Tier 1 and Tier II academic interventions.

### 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 \$8,671,407 and Estimated Actual Expenditures \$8,572,884 is \$98,523

Justification: Over budgeted due to raises and step in column

2.2 Difference between Budgeted \$5,024,885 and Estimated Actual Expenditures \$5,150,311 is (\$125,426)

Justification: All services were implemented. Additional CTE teachers were hired to support student enrollment requests in district CTE programs. More students are participating in CTE courses at schools across the district with the growth in enrollment at Liberty High School, our newest comprehensive high school.

2.3 Difference between Budgeted \$1,726,030 and Estimated Actual Expenditures \$1,930,590 is (\$204,560)

Justification: All services were implemented. Over budget due to raises, step and column designations.

2.4 Difference between Budgeted \$1,455,243 and Estimated Actual Expenditures \$1,311,868 is \$143,375

Justification: All services were implemented. Over budgeted RCOE contract and College Board

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Student Support and Interventions: This action has been effective with mixed results. PUHSD continues to offer a variety of ways for students to recover credits to stay on track for graduation and in many cases earn or maintain A-G status. The credit recovery for A-G has been more successful than for graduation. This is evidenced in the minimal growth in the graduation rate and the increase of 10% in A-G completion at the comprehensive high schools; however, the increase was not evident in half of the subgroups with African American students having the largest disparity with a 20.5% decrease in A-G completion. It is important to note that fewer students graduated with the 130 credits permitted during COVID-19 in 2022-23 with the exception of Foster, Homeless, and African American Youth. There was also an increase in the total number of full PUHSD graduates with the full district requirements in 2022-23 with the exception of Students with Disabilities, Foster, and Homeless youth. In order to fully understand why students were initially struggling to pass courses and why they required credit recovery, teams of teachers will meet in order to identify academic gaps through vertical articulation. Another challenge that was identified was the lack of real time data from common formative assessments and the lack of analysis conducted from available data sources.

2.2 CTE Pathways: This action has been effective with mixed results. Overall, the number of PUHSD students completing a CTE Pathway increased by 3.3% to a total of 12.4% with a pass rate of 84.51%. Much of this growth and success can be attributed to the selection of pathways aligned to student interest and industry opportunities for students. PUHSD also works closely with the Riverside County Office of Education to ensure that courses are accurately designed and that highly qualified industry experts are teaching these courses. The increase exceeded projections by 2.1%. A challenge that was identified and limited further growth was in how CTE courses were coded in the Student Information System (Infinite Campus) and how these courses were reported to CalPads. Upon discovering the errors, it was determined that there was a need to meet with Education Services, all site administrators working with counseling and CTE, relevant counselors, and the Student Information System Coordinator to rectify the pathway alignment and coding.

2.3 Comprehensive Counseling Programs: This action has been effective, but there is a need to continue to support comprehensive counseling programs as a component of college and career readiness. As a means of supporting the comprehensive counseling programs in PUHSD, it was recognized that the Director of Pupil Services and Director of Curriculum and Instruction must collaborate in taking a multifaceted approach to providing district training and outside professional development opportunities. The Riverside County Office of Education has been pivotal in providing coaching along with training and professional development to support the improvement of systems at all sites across the district. It was also determined that counselors have received guidance on 504 plans, SSTs, NCAA support for student athletes, college and career indicators, CCGI reporting, CMP, and continued work on transcript analysis. One barrier is the overall lack of consistency that is still evident and will continue to be a focus that PUHSD works to systematize policies and practices so there are equitable opportunities for students regardless of the school of attendance.

2.4 College and Career Readiness: This action has been effective but needs to include the comprehensive counseling program as part a a holistic approach to improving student outcomes. Student enrollment in dual enrollment surged in 2022-23 by 528 students to a total of 1,185 students with a 90% passing rate. These students received college credits as well as satisfying their high school graduation requirements in designated courses. This increase and positive outcomes in dual enrollment could account for the decrease in students taking AP courses by 31 students to a total of 1,667 with a pass rate of 38%. Students also submitted significantly more applications to public colleges and universities indicating an increase in preparedness for post secondary educational opportunities; this is also evidenced by the increase in A-G completion and the initial report of College and Career Indicator on the California Dashboard. The greatest barrier to college and career

readiness is evidenced in the dismal Math and English performance demonstrated on the EAP results derived from SBAC/CAASPP performance indicators. Students' performance dropped significantly on both exceeding standard and meeting standard in each subject area. While English scores are comparable to districts in the county, Math scores are amongst the lowest. There is an obvious need to intervene and support teachers and students in an effort to improve Math performance so students can continue to be college and career ready. PUHSD has sought assistance from the Riverside County Office of Education to assist with this monumental task of improving student outcomes in Math across the district. The lackluster performance could also be attributed to the stagnated efforts of professional learning communities that persisted following COVID-19. PUHSD recognizes the value in returning to academically proven best professional and practices.

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

Change to Goal: No change

Changes to Metrics: For 2024-25, the following metrics will be eliminated: LEA AP Scores and FAFSA Completion

Changes to Actions and Services: For 2024-25, Action 2.4 will be included in Action 2.3, eliminating the need for Action 2.4

**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.**



# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: All students	Suspension Rate: Data Quest (19-20): 4.8%	Suspension Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022 English Learners: 9.15% Foster Youth: 21.05% Homeless: 9.01% SED: 7.36%	Suspension Rate: Data Quest (21-22): 7.3% Sub Group Local Indicator: English Learners: 8.8% Foster Youth: 20.9% Homeless: 8.8% SED: 8.4%	Suspension Rate: Data Quest (22-23): 6.4% Local Indicator: English Learners: 8.2% Foster Youth: 15.9% Homeless: 8.4% SED: 9.6%  Data Quest for the 2023-2024 school year is not available. Infinite Campus: as of April 30, 2024. Local Indicator: English Learners: 10.12% Foster Youth: 15.8% Homeless: 7.6% SED: 0% SWD: 12.4%	LEA Suspension Rate: All students Data Quest: 4.2% Performance level: Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: African American	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0%  Local Indicator: as of June 2022 African American: 11.76%	Suspension Rate: Data Quest (21-22): 12.2%	Suspension Rate: Data Quest (22-23): 10.1%  Data Quest for the 2023-2024 school year is not available. Infinite Campus: as of April 30, 2024. Local Indicator: Students Overall: 4.49% African American: 7.84%	LEA Suspension Rate: African American Data Quest: 6.0% Performance level: Green
LEA Suspension Rate: Students with Disabilities	Suspension Rate: Data Quest (19-20): 7.9%	Suspension Rate: Data Quest (20-21): 0%  Local Indicator: as of June 2022 Students with Disabilities: 10.94%	Suspension Rate: Ed-Data (21-22) SWD: 11.6%	Suspension Rate: Data Quest (22-23): 9.6%  Our subcategories will be reported at the conclusion of the school year.	LEA Suspension Rate: Students with Disabilities Data Quest: 4.5% Performance level: Green
Expulsion Rate All Students	Indicator Expulsion Rate: Data Quest (19-20): .22%	Indicator Expulsion Rate: Data Quest (20-21): 0% Sub Group Local Indicator: as of June 2022 African American: 6.25% English Learners: 18.75	Indicator Expulsion Rate: Data Quest (21-22) : 0.1% Sub Group Local Indicator: African American: 0.1% English Learners: 0.1% Foster Youth: 0%	Indicator Expulsion Rate: Data Quest (22-23) : 0.1% Sub Group Local Indicator: English Learners: 0.1%  Currently (23-24): 0%	Maintain Expulsion Rate less than .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: 0%			
Middle School Dropout Rate All Students	Dropout Rate: Data Quest (19-20): 0%	Middle School Dropout Rate: Data Quest (20-21): 0%	Middle School Dropout Rate: Data Quest (21-22): 0%	Middle School Dropout Rate: Local SIS (22-23): 0%  No data to report yet for the 23-24 school year.	Maintain Middle School Drop Out Rate less than .02%
High School Dropout Rate All Students	Drop Out Rate: All Students Data Quest (19-20): 5.5%	High School Dropout Rate: Data Quest (20-21): 6.5%	High School Dropout Rate: Ed-Data (21-22) : 5.5%	High School Dropout Rate: Data Quest (22-23): 6.5%  No data to report yet for the 23-24 school year.	Maintain High School Drop Out rate of less than 3%
LEA Attendance Rate All Students	LEA Attendance Rate: All Students (19-20) Attendance Rate: 97.6% ADA to Enrollment: 96.3%	LEA Attendance Rate: All Students (20-21): 89.6% ADA to Enrollment: 87.6%	LEA Attendance Rate: All Students (21-22): 91.0% ADA to Enrollment: 87.5%	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) for P2 All Students (no CMI): 88.94%	LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Total enrollment grades 7-8 (no CMI): 88.5% Total enrollment grades 9-12 (no CMI): 88.98%	
Chronic Absenteeism Rate All Students	Chronic Absenteeism Rate All Students (19-20): 17.0% CA Dashboard 2018-19: 21.2% Performance level: Red	Chronic Absenteeism Rate: All Students Dataquest (20-21): 27.3% Dataquest (20-21): 37.5% (grade 7-8/PMS)	Chronic Absenteeism Rate: All Students Data Quest (21-22) : 40.8% Data Quest (21-22) : 45.1% ( grade 7-8 PMS)	Chronic Absenteeism Rate: All Students Data Quest (22-23) : 35.9% (Grades 9-12) Data Quest (22-23) : 47.2% (Grades 7-8 PMS)  No data to report yet for the 23-24 school year.	Chronic Absenteeism Rate All Students 23-24: 11.6% CA Dashboard: 5.9% Performance level: Yellow
Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero	Local Indicator Incidents: zero	Local Indicator Incidents: zero	Local Indicator Incidents: zero	Local Indicator: Incidents: zero
School Climate Survey	Local Indicator: California Healthy Kids Survey Survey (2020-21): 340 responses	Local Indicator: California Healthy Kids Survey (2021-2022): 570 7th graders: 84 9th graders: 250 11th graders: 236 School Safety: 54.67% of	Local Indicator: California Healthy Kid Survey (2022-2023) : 3,938 7th graders: 589 9th graders: 2,010 11th graders: 1,329	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 (2023-2024) : 4,500 7th graders: 650 9th graders: 2,200 11th graders: 1,800

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		respondents felt safe at school School Connectedness: 48.33% of respondents felt connected to school	School Safety: 49% of respondents felt safe at school School Connectedness: 45.75% of respondents felt connected to school	School Safety respondents felt safe at school: 7th graders: 52% 9th graders: 56% 11th graders: 54%  School Connectedness: 7th graders: 49% 9th graders: 48% 11th graders: 47% Respondents felt connected to school.	School Safety: 60% of respondents felt safe at school School Connectedness: 55% of respondents felt connected to school

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### Action 3.1: Universal Support Services

The action of Universal Support Services has been effective for the 2023-2024 school year.

#### Successes:

- Each school had an assistant principal, counselor, program specialist, behavior specialist, substance abuse specialist, social worker and an alternative to suspension teacher. They met on a weekly basis as a team to discuss how best to address students to ensure that all students were supported in each of those areas. This led to the decrease in suspension rates across the board.
- There was a weeklong professional development offered for the team at the beginning of the school year. Many of the support providers met with our Director of Special Education on a weekly basis to ensure that there were common practices and to address any obstacles that they may experience.

There were clear tiers of support for each of the domains.

#### Challenges:

- There has been a restructuring of these supports for the 2024/2025 school year.
- The academic counselor was not included in these discussions so there may have been a gap in the follow through by others on the campus.

- There was a focus on students overall. There was not a concentrated focus on the various subgroups, but consequently we did see a decrease in the suspension rate for all of our subgroups.

### Action 3.2: Targeted and Intensive Support Services

This action was proven to be effective for the 2023-2024 school year.

#### Successes

- All of our sites had an Alternative To Suspension (ATS) on their campuses.
- Each of the ATS teachers had a week-long training at the beginning of the school year.
- There were site visits by our outside consultant group to each campus to review common practices at each of our ATS.
- There was a weekly meeting with each of these teachers with the Office of Student Services to address any obstacles that they may have encountered during the week.
- There were social workers assigned to each school site to help address our at-risk populations.
- Each week the social workers met with our Director of Special Education to align common practices.
- Each site had a Substance Abuse and Behavior Specialist that provide wrap around services to students experiencing anxiety, depression, suicide ideation, or other mental or behavior issues.

#### Challenges:

- There has been a restructuring of these supports for the 2024/2025 school year.
- We did not focus on the other domains (academic or attendance) to give our students their tiered academic supports.
- There was a focus on students overall. There was not a concentrated focus on the various subgroups, but consequently we did see a decrease in the suspension rate for all of our subgroups.

### Action 3.3: Student Engagement and Participation

This action was proven to be effective for the 2023-2024 school year.

#### Successes:

- There were monthly meetings with our assistant principals who work with attendance. The purpose of these meetings were to: Address chronic absenteeism, develop common practices, seek further guidance from the Office of Student Services
- Two attendance specialists work to track, follow up, and meet with students and parents that are chronically absent from school. To facilitate this work, a system to track and monitor student attendance (A2A) has been purchased and implemented.
- Our attendance specialists also made phone calls to connect with families whose students were not attending schools or who are chronically absent.
- Each site created Tiers of Intervention to support student participation and engagement. Tier 1, Tier 2 and Tier 3 supports were outlined. Tier 1 supports included; clear, concise and consistent communication, student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; identify barriers and supports.
- Sites created incentive programs to celebrate students' success in both academic and behavior.

#### Challenges:

- There were inconsistencies in the tracking of students through the various tiers of attendance intervention because we were using two different systems (A2A and IC).

- There was data that nobody knew how to follow up with the students because of the multiple sources which caused students to be missed and not followed up on.

#### Action 3.4: Safety and Security

This action continues to be effective in meeting the Williams Compliance ensuring that all facilities are safe.

##### Successes:

- Facilities per Williams compliance was met at 100%.
- All sites, District Office, and Student Services Center have Safety Plans in place.

##### Challenges:

- Provide a unified response to our sites for listening to their safety concerns and what assistance they need.
- We would like to continue to work with our students so that they feel connected to the school site.

### 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 \$1,755,394 and Estimated Actual Expenditures \$1,698,023 is \$57,371

Justification: Over budgeted Increase salaries and benefits and added bonus.

3.2 Difference between Budgeted \$2,007,009 and Estimated Actual Expenditures \$2,165,500 is (\$158,491)

Justification: Increase salary and benefits and added bonus.

3.3 Difference between Budgeted \$715,406 and Estimated Actual Expenditures \$766,545 is (\$51,139)

Justification: Increase salary and benefits and added bonus.

3.4 Difference between Budgeted \$124,660 and Estimated Actual Expenditures \$137,373 is (\$12,713)

Justification: Increase in contracts for Risk Management for Campus Security training.

### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### Action 3.1:

The action of Universal Support Services has been effective for the 2023-24 school year. The number of students who have been suspended have decreased across all demographics by approximately 80%. There was a concerted effort to train intensively at the

beginning of the school year and provide weekly support for each of these providers. This support and training led them to have data-rich conversations as a team on a weekly basis so that no student was left behind. All students were able to receive one of the tiers of intervention by the service providers. If a student were to move from one school to another, then they would be provided the same support because of the training by our district office. The site teams were able to discover the antecedents to the behaviors instead of simply addressing the surface-level behaviors that were exhibited. As we went into LCAP planning this year the data that was gathered has helped us recognize our students' greatest areas of need and helped to ensure that resources are directly tied to the support most required. We will continue to work on utilize the resources that we have in place currently to address the needs of our students.

### Action 3.2:

This action was proven to be effective; there has been an intentional effort to reduce suspensions and expulsions across PUHSD. In terms of discipline responses a specific area of focus was to be more aware of the whole child and take an intervention rather than punitive approach. In pursuit of this goal an alternative to suspension program was implemented at all of the Perris Union High School District's school sites. Students with nonviolent offenses were placed in the alternative to suspension coaching program which taught restorative practices. Students were able to focus on what they did and how to correct their behaviors for the future. They are a way of working with conflict that puts the focus on repairing the harm that has been done, and includes all of the parties involved. Each ATS teacher trained intensively for a week at the beginning of the school year by a third party organization on the best practices to use in ATS. There was also monthly visits by the consultants and the Office of Student Services to help continue to address the concerns of our teachers or paraeducators in ATS. The goal was that this would not only reduce overall suspensions and expulsions, but also address disproportionality, particularly in the areas of African American students and students with disabilities. A review of the alternative to suspension data has demonstrated the interventions have had a dramatic impact.

To help in the reduction of suspensions and expulsion numbers we were able to align our discipline practices districtwide. There was a districtwide accountability matrix that each site was to follow this year. This ensured there were equitable practices shared across the District. There was some room within the accountability matrix so that the school sites could use their discretion in working with students on an individual basis.

In support of this work PUHSD has partnered with social workers. Our goal is to have social workers at each site that can engage the social emotional concerns of our students. The efforts to reduce suspensions and expulsion has been a success. The work of our social workers was to engage the students with outside resources that could help students and their families address their needs that may fall outside of the general scope of the educational environment, yet still has an impact on their progress.

### Action 3.3:

This action was effective. We are still experiencing high levels of Chronic Absenteeism. We have multiple systems that we are using to track student attendance and unfortunately there are multiple data points that are being used which will cause us to focus on multiple points. When students are going through the SART/SARB process there is not a clear sense of the interventions that have taken place with the students because of these multiple sources of information.

We have not focused on a true Response To Intervention model with attendance. We do not have a clear delineation of a line of duties and responsibilities. This is something that we will work on so that we can further focus on our individual students and how we can provide them



the most appropriate support. Each of our school sites have bright spots with the lines of duties and responsibilities. Now it is time to combine these bright spots and bring them together as a district mission of providing the best interventions for our students with regard to attendance. The District Office has two Attendance Techs and two community liaisons and we would like for them to work in concert with our school sites so that they are in more of a supportive role. The development of a tiered system along with clearly stated duties and responsibilities will address our Chronic Absenteeism rate with a hopeful decrease.

Action 3.4: This action continues to be effective in meeting the Williams Compliance ensuring that all facilities are safe. The District Director of Security provides ongoing professional development opportunities for campus supervisors.

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

Change to Goal: No change

Changes to Metrics: For 2024-25, additional metrics will be added to a new Action 3.5. Shall include: # of visits to the wellness center and types of services.

Changes to Actions and Services:

- For 2024-25, an Action 3.5 will be added to address the student mental health and wellbeing.
- LCAP Goal #5: Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness, will be eliminated and the Actions 5.1 and 5.2 activities and strategies will be embedded in the 2024-25 LCAP Goal #1 & #3.

**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.**

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participating in or attending trainings/workshops and conferences.	2020-21: Districtwide Parent Participation: 10,780	2021-22 District Parent Participation: 2,004	2022-2023 District Parent Participation: 12,471	2023-24 District Parent Participation: as of May 1st: 10,781	Increase Parent Participation by 6% (748) to 13,219
Parent participation in the Community Advisory Committee for Special Education (CAC)	2020-21: CAC average/participation attendance is 1	2021-22: CAC average/participation attendance is 2	2022-2023: CAC average/participation attendance is 2	2022-2023: CAC average/participation attendance is 1	Maintain 2 CAC Special Education Parent Advisors
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey	2021-22: Parent/Community responded Annual Survey: 77	2022-2023: Parent/Community responded Annual Survey: 319 MS: 13 HS: 295	2023-2024: Parent/Community responded Annual Survey: MS: 54 HS: 518 Total: 589	Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0	2021-22: Staff Responses: 262	2022-2023: Staff Responses: 457 MS: 26 HS: 398	2023-2024: Staff Responses: MS: 15 HS: 131	Increase Staff Survey responses by 10% (46) to 503

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to information via Social Media	2020-21: Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865	2021-22: Facebook followers: 14,000 Twitter followers: 14,000 Instagram: 7,200	2022-2023: Facebook followers: 16,400 Twitter followers: 6,400 Instagram: 15,500	2023-2024: Facebook followers: 16,716 Twitter followers: 7,188 Instagram: 21,642 As of May 1st	Increase Social Media access by 10% for each platform. Facebook followers by 1,640 = 18,040 Twitter followers by 640 = 7,040 Instagram by 1,550 = 17,050
Infinite Campus Parent Portal	IC Parent Accounts: 8,273	2021-22: IC Parent Accounts: 10,549	No data	This metric will be discontinued.	This metric will be discontinued in 2022-23

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.1: Building the capacity of educators to do work in partnership with parents/families.

Successes: This action was fully implemented

- The District Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Virtual Training conducted at the start of the school year, followed by monthly virtual site visits from Family Engagement Consultant, have yielded positive results. This approach of commencing with general training at the beginning of the school year and following up with monthly site visits, based on research-based methodologies, has proven beneficial for educators, community liaisons, students, and parents.
- Bilingual Community Liaisons assigned to each school site have effectively fostered strong connections between educators and families.
- Offering in-person, Zoom, and Google Meet interpretation for parent workshops and events has been highly successful.

Challenges:

- Despite promotional efforts, teachers often remain unaware of existing partnerships with parents/families.
- The transition of new administrators has understandably shifted focus away from immediate engagement with families.

Action 4.2: Provide training/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.

Successes: This action was fully implemented

- The Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) Districtwide Initiative, utilizing research-driven methodologies, has effectively trained and supported parents, families, family engagement leaders, educators, and community members to enhance overall student success.
- Positive Parenting Workshops addressing mental health, relationship building, and parent empowerment have been well-received.
- Stronger Together Workshops held in both semesters have provided valuable information and resources to parents and community members, emphasizing the importance of parental engagement.
- Dual Enrollment Informational Workshops hosted by the ASPIRE (District Counselors) Team have been beneficial.
- The Parent Project series, covering topics such as Arguing and Family Conflict, Improving Academic Performance & Attendance, Teen Drug Prevention, and Identifying Local Resources, has been instrumental.
- All workshops have been offered in both in-person and virtual formats to ensure accessibility for all families.

Challenges:

- No challenges

Action 4.3: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Success: This action was fully implemented

- RCOE's CAREspace workshops, focusing on mental health and social-emotional well-being, have provided valuable resources to students and parents.
- The Perris Valley Resource Center has offered a diverse range of resources and services at no cost, which have been distributed to families through printed materials or shared via Peachjar.
- The Grandparents Raising Grandchildren support group offers opportunities for socialization, information sharing, skill-building, peer support, and access to community resources.
- Collaborative efforts with local authorities, such as inviting the local police department to share information on drug prevention, have been beneficial.
- Love for Life / Stronger Together initiatives offer a plethora of community resources, including parenting tips, immigration assistance, and bullying prevention.
- Partnerships with the City of Perris and the City of Menifee have facilitated the sharing of information and resources with our families.

Challenges:

- Despite the availability of resources and communication efforts, some families struggle to physically access resources on campus.

Action 4.4: Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents, and community members on a regular basis.

Successes: This action was fully implemented

- Information dissemination to families via various channels such as Blackboard (text, voice, email), social media platforms (Facebook, Instagram, Twitter), and Peachjar has been effective.
- The use of video cameras to capture and share information in a visually engaging manner, with short mini-videos posted on social media, has yielded positive results.

Challenges:

- Balancing the volume of information to avoid overwhelming families.
- The creation and promotion of informational videos for every event pose logistical challenges but efforts are made to maximize communication channels.

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 \$28,731 and Estimated Actual Expenditures \$12,729 is \$16,002

Justification: Not as much extra duty as budgeted

4.2 Difference between Budgeted \$288,310 and Estimated Actual Expenditures \$272,915 is \$15,395

Justification: All services were implemented. Didn't fully expend budget for conferences.

4.3 Difference between Budgeted \$624,505 and Estimated Actual Expenditures \$623,478 is \$1,027

Justification: All services were implemented.

4.4 Difference between Budgeted \$205,486 and Estimated Actual Expenditures \$237,910 is (\$32,424)

Justification: All services were implemented. Under budgeted RCOE contract.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1: Building the capacity of educators to do work in partnership with parents/families.

The District's initiative to build educator capacity for partnering with parents and families has been moderately effective. The District Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP) Virtual Training, combined with monthly virtual site visits from a Family Engagement Consultant, have yielded positive results. This structured approach has effectively supported educators, community liaisons, students, and parents. Additionally, Bilingual Community Liaisons assigned to each school site have successfully strengthened connections between educators and families, and offering interpretation for parent workshops and events through various platforms has been highly successful. However, despite promotional efforts, many teachers remain unaware of these partnerships. PUHSD can develop a comprehensive communication strategy to ensure teachers are aware of available partnerships and resources. Additionally, continuous training through workshops and webinars will equip teachers with practical tools for building strong partnerships with parents and families. These actions will ensure greater awareness, participation, and a stronger home-school connection.

#### Action 4.2: Providing Training/Workshops/Courses for Parents and Community Members

The District's efforts in providing training and workshops for parents and community members have been highly effective. The Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP) Districtwide Initiative have successfully trained and supported parents, families, family engagement leaders, educators, and community members, enhancing overall student success. Positive Parenting Workshops, addressing key areas such as mental health and relationship building, along with the Stronger Together Workshops, have been well-received. Dual Enrollment Informational Workshops and the Parent Project series have also been instrumental in providing critical resources and information. Offering these workshops in both in-person and virtual formats has ensured that they are accessible to all families, contributing significantly to their effectiveness.

#### Action 4.3: Integrating Community Resources and Services

The integration of community resources and services has proven to be effective in strengthening school programs, family practices, and student learning. RCOE's CAREspace workshops have provided valuable mental health and social-emotional resources to students and parents. The Perris Valley Resource Center's no-cost services have been widely distributed to families through printed materials and Peachjar. Support groups like Grandparents Raising Grandchildren have offered critical socialization, information sharing, and access to community resources. Collaborative efforts with local authorities and initiatives like Love for Life / Stronger Together have enhanced the availability of community resources. Despite some families struggling to access resources on campus, these efforts have significantly bolstered family engagement and support.

#### Action 4.4: Facilitating Two-Way Communication

Ensuring effective two-way communication between schools, parents, and community members has been effectively achieved through various strategies. The District's use of communication channels such as Blackboard, social media platforms, and Peachjar has facilitated efficient information dissemination to families. Additionally, the use of technology to create engaging and informative short videos for social media has yielded positive results. While balancing the volume of information to avoid overwhelming families remains a challenge, and the logistical complexities of creating informational videos for every event persist, the overall communication strategy has been effective in keeping families well-informed and engaged.

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

Change to Goal: No change

Changes to Metrics: For 24-25 school the following metrics will be eliminated: Access to Information via Social Media, will be replaced with Parent Square Analytics to better track and disaggregate data determine how parents are engaged and contributing,

Changes to Actions and Services: No changes

**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.**

# Goals and Actions

## Goal

Goal #	Description
5	Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator (Grades 5-8 and 11) ELA	<p>2021-22: Status was reported in the 2021-22 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.</p> <p>2021-22 Dashboard results Average Distance from Standard: All Students- Status: -45.5. Homeless- Status: -96.8.</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Dashboard results Average Distance from Standard: All Students- Status: -36.9 (+9.3) Homeless- Status: -57.7 (+43.4) Students with Disabilities- Status: -130.8 (+13.9)</p>	<p>Average Distance from Standard: All Students- Status: 1. Change: 20 Homeless- Status: -19.7. Change: 20 Students with Disabilities- Status: -99. Change: 20</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities- Status: - 140.9.				
Academic Indicator (Grades 5-8 and 11) Math	<p>2021-22: Status was reported in the 2021-22 Dashboard but Change was not reported due to the suspension of the requirement to use CAASPP assessments in the spring of 2021. The next release of the dashboard (December 2023), will include Status and Change.</p> <p>2021-22 Dashboard results Average Distance from Standard: All Students- Status: - 131.5. Homeless- Status: - 186.2. Students with Disabilities- Status: - 202.6.</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Dashboard results Average Distance from Standard: All Students- Status: - 138.2 (-4.8) Homeless- Status: - 158.1 (+35.9) Students with Disabilities- Status: - 217.7 (-6.6)</p>	<p>Average Distance from Standard: All Students- Status: - 80. Change: 20. Homeless- Status: - 101. Change: 20. Students with Disabilities- Status: - 170.6. Change: 20.</p>
Chronic Absenteeism (Grades 7-8)	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24	New metric for 2023-24	2022-23 Dashboard results: Average Distance from Standard:	Students with Disabilities: High Homeless: High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Outcomes will be described in Year 3	Outcomes will be described in Year 3	All Students - Status: - 47.8%. (+1.9) Students with Disabilities -Status: - 57.5% (+.9%) Homeless - Status: - 53.6%. (-.1%)	As indicated on the CA Dashboard
Chronic Absenteeism (Grades 9-12)	2022-23 Chronic Absenteeism - (Infinite Campus as of June 1, 2023) 2022-23 Grades 9-12 - TBD 2022-23 District Wide - TBD  2021-22 Chronic Absenteeism (Ed.Data.org) 2021-22 Grades 9-12 - 40% 2021-22 District Wide - 40.2%	New metric for 2023-24  Outcomes will be described in Year 3	New metric for 2023-24  Outcomes will be described in Year 3	2022-23 Chronic Absenteeism - (Infinite Campus as of June 1, 2023) 2022-23 Grades 9-12 - TBD 2022-23 District Wide - TBD  2021-22 Chronic Absenteeism (Ed.Data.org) 2021-22 Grades 9-12 - 40% 2021-22 District Wide - 40.2%	Chronic Absenteeism: Grades 9-12 - TBD District Wide - TBD
Suspension Rate	2021-22 Students with Disabilities: Very High Homeless: Very High	New metric for 2023-24  Outcomes will be described in Year 3	New metric for 2023-24  Outcomes will be described in Year 3	2023-24 Dashboard results: Average Distance from Standard: All Students- Status: 6.4% suspended at least one day Students with Disabilities - Status: 9.5%. (-2.1%)	Students with Disabilities: High Homeless: High As indicated on the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Homeless - Status: 8.4%. (-.6%)	
Attendance Rate	<p>2022-23 Attendance Rate (as of P2 per Infinite Campus) SWD - 87.36% Homeless - 85.85%</p> <p>2021-22 Attendance Rate (as of P2 per Infinite Campus) SWD - 84.96% Homeless - 85.18%</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>New metric for 2023-24</p> <p>Outcomes will be described in Year 3</p>	<p>2022-23 Attendance Rate (as of P2 per Infinite Campus) SWD - 87.36% Homeless - 85.85%</p> <p>2021-22 Attendance Rate (as of P2 per Infinite Campus) SWD - 84.96% Homeless - 85.18%</p>	<p>Attendance Rate: SWD - 88% Homeless - 87%</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

### 5.1 Targeted and Intensive Support Services:

The planned actions for providing targeted and intensive support services were successfully implemented, leading to notable improvements in the Academic Indicator for ELA, with increases observed among all students, including homeless students and students with disabilities (SWD). Additionally, the Academic Indicator for math showed progress for homeless students. However, the implementation faced challenges, as the Academic Indicator for math decreased for both the overall student population and SWD, highlighting the need for further refinement and support in this area.

#### Success:

- Academic Indicator for ELA showed increases for all students, Homeless and SWD.
- Academic Indicator for math showed increases for Homeless students

#### Challenges:

- Academic Indicator for math showed decreases for all students and SWD.

### 5.2 Universal Supports:

The implementation of universal supports showed mixed results. On the positive side, the planned actions effectively reduced chronic absenteeism rates among homeless students, demonstrating the success of the interventions targeted at this vulnerable group. However, the same actions did not yield the desired outcomes for SWD, as their chronic absenteeism rates increased. This indicates a need for a more tailored approach to address the unique challenges faced by SWD in improving their attendance.

Success:

- Chronic Absenteeism rates slightly decreased for homeless students.

Challenges:

- Chronic Absenteeism rates increased for SWD.

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 \$148,000 and Estimated Actual Expenditures \$24,052 is \$123,948

Justification: Services rendered where at no cost: Academic Coaches, TutorMe

5.2 Difference between Budgeted \$148,000 and Estimated Actual Expenditures \$29,174 is \$118,826

Justification: Services rendered where at no cost: Academic Coaches, TutorMe

This substantial difference was also due to the provision of no-cost services by Academic Coaches and the TutorMe platform. The availability of these no-cost resources meant that the district could deliver the planned support without incurring the expected expenses, resulting in a more cost-effective implementation than initially planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

5.1 Targeted and Intensive Support Services:

Planned actions aimed at providing academic intervention and support services, including individualized tutoring, academic monitoring, and personalized academic plans, were effective and tailored to address the academic needs of all students, with a focus on homeless students and those with disabilities. The substantive differences between planned actions and actual implementation suggest that strategies were as effective as anticipated in addressing ELA needs for all students, particularly homeless students and those with disabilities. Modest gains in ELA indicators among these groups indicate a positive impact, despite slight declines in math performance overall. These findings suggest that interventions designed for ELA may have effectively influenced other academic areas as well.

5.2 Universal Supports:

While wrap-around services aimed at reducing chronic absenteeism and suspension rates among students with disabilities (SWD) and homeless students may not have led to desired reductions in chronic absenteeism rates, making this action ineffective. The decision to maintain these services and conduct further analysis reflects a proactive approach to addressing student needs. Though outcomes may not have met initial expectations, the commitment to continued monitoring, analysis, and adjustment of interventions underscores a dedication to improving outcomes for these student groups in the future.

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

Change to Goal: Goal #5 will be eliminated and actions will be embedded in the 2024-25 LCAP Goals #1, #2, #3.

Changes to Metrics: The metrics and corresponding actions will be reflected in the 2024-2025 LCAP Goal #1, Goal #2, and Goal #3

Changes to Actions and Services: No changes

**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.**

## Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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	Kindy Mackamul Interim Assistant Superintendent, Educational Services	Kindy.mackamul@puhsd.org 951-943-6369 ext. 81102

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Perris Union High School District educates over 10,000 secondary and middle school students who live in the Perris Valley. The Perris Valley extends 184 square miles and is a blend of rural, suburban and rapidly developing commercial neighborhoods. Due to the central location to attractions, the mild climate, and affordable housing, this Riverside County community continues to attract residents from outlying counties and states.

Educational, cultural and recreational centers are within easy driving distance. Perris, a long known center for skydiving and hot air ballooning is located near Lake Perris and Lake Skinner, which offer boating, fishing and skiing. Beaches, mountains and deserts are within an hour of Perris. Higher education opportunities are provided through: the University of California in Riverside, two Riverside Community College locations at Norco and Moreno Valley; California State University, San Bernardino, two Mt. San Jacinto Community College locations at San Jacinto and Menifee, and California Baptist University. In addition, many private colleges have satellite locations within 20 minutes of Perris.

The Perris Union High School District is committed to striving toward ensuring the fulfillment of each aspect of Educational Equity to enable access to all classes, programs and activities for all students, thus providing them the opportunity for true academic success. In order to meet these demands, the District has promoted best practices, student-centered learning, technology-rich educational environments, with a focus on empowering all students to effectively use technology in preparation for college, career, citizenship and the Common Core standards. It is the vision of the Perris Union High School District to develop a caring, diverse, and supportive learning environment in which all staff are committed towards working in teams and relationships to foster innovative and creative learning opportunities. The mission of PUHSD is to create high quality relevant learning opportunities for all in a safe and caring environment. We have developed a high quality, caring staff who are dedicated to learning, and connect students to their education and potential goals. We care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.



The graduate profile continues to drive the work of the district. Our community and district hold our young people to high academic expectations and the district prides itself in being a leader in innovation and technology as demonstrated by our Scholar+ Initiative and participation in STEAM competitions across Riverside County and the state of California. In addition, PUHSD staff prides themselves in participating in ongoing curricular and pedagogical professional development. Each year PUHSD hosts a two day district wide professional development for all employees in October. While our goal is to serve the needs of our diverse community and all our students, we are aware that there are areas of need. The PUHSD LCAP attempts to address these areas with the greatest need for improvement and to address performance gaps.

The District has an enrollment of 10,929 and its school sites consist of 4 comprehensive high schools, 1 middle school, 1 continuation school, 1 Pathways for Adult Life Skills (PALS), 1 online learning school and also an adult school. Additionally, the District services a thriving diverse community that reflects a full spectrum of cultural backgrounds and socioeconomic levels.

The student demographics as of 23-24 CALPADS are listed below.

Total Enrollment: 10,929

English Learners: 1,557

SWD: 1,724

SED: 7,922

Foster Youth: 78

Homeless Students: 463

Free and Reduced Priced Meals: 73.2%

Special Considerations:

Perris UHSD qualifies for Differentiated Assistance 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. PUHSD will continue to collaborate with Riverside County Office of Education (RCOE) to pinpoint and execute impactful programs and strategies aimed at enhancing student achievement. The emphasis will be on the following subgroups across the various domains:

Math: English Learners (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic students

Chronic Absenteeism: English Learners (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic students

College & Career Indicator: English Learners (EL), Students with Disabilities (SWD)

Equity Multiplier:

The Equity Multiplier (EM) represents supplemental funding designated for implementing evidence-based services and support aimed at enhancing student outcomes at Perris Lake High School and Scholar+ (online learning). The district has established the Equity Multiplier goal (LCAP Goal #5) to address funding disparities among schools with high rates of non-stability and socioeconomically disadvantaged pupils. Perris Lake High School (PLHS) and Scholar + Online School meet the eligibility criteria for this initiative. PLHS will concentrate on enhancing the College & Career Indicator (CCI) for various subgroups, including all students, socioeconomically disadvantaged (SED) students, English learners (EL), homeless students, students with disabilities (SWD), and Hispanic students. Similarly, Scholar + will strive to improve the CCI and graduation rate for all students. Through the allocation of additional funds to these schools, the district aims to provide targeted interventions and resources to enhance academic outcomes and opportunities for success among underserved student populations.

PLHS:

CCI: Subgroups: All Students, SED, EL, Homeless, SWD, and Hispanic

Scholar+ Online:

CCI All Students

Graduation Rate: All Students

With this in mind, in collaboration with our Educational Partners, the following four LCAP goals were reviewed and will continue to guide the District's actions and services:

#1 - All students will attain grade level proficiency in English Language Arts and Mathematics.

#2 - All students will graduate from high school prepared for post-secondary and career options.

#3 - All departments and sites will provide a safe and positive environment for all students and staff.

#4 - Secure and strengthen home, school, community connections and communications.

## Reflections: Annual Performance

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

REFLECTIONS: SUCCESS:

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 is most proud of the following progress:

GOAL #1 as measured by CA Dashboard and local indicators:

Based on local data estimates, the district English Learner Reclassification rate for 2022-2023 is 18.2%. This is a significant accomplishment for the district. The district has focused on monitoring progress for ELs and providing targeted interventions using strategies from Ellevation. The district increased the % of students scoring a 4 on the English Learner Proficiency Assessment for California (ELPAC) by 1%. It is important to note that this may not be a significant increase but when combined with a significantly higher than normal RFEP rate, should be considered a success.

Academic Indicator English Language Arts (ELA)

The 2023 California Dashboard Academic Indicator for ELA reflected an improvement from Distance From Standard (DFS): African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD). Academic Indicator Math. The 2023 California Dashboard Academic Indicator for math reflected an increase from DFS: African American, Foster Youth, Homeless, Filipino, Asian and Two or more Races maintained DFS.

The district offered Extended School Year (ESY) for all of our special education students in which the IEP team has determined that regression and recoupment are of concern for our students. This will assist students in addressing the students goals on the IEP. This includes support in the area of reading, mathematics, writing, social, emotional and behavior.

Perris Union High School District has approximately 299 students that are eligible for ESY. This number is not fixed as numbers fluctuate as IEP teams continue to meet and teams may determine eligibility for ESY.

GOAL #2: as measured by CA Dashboard and local indicators:

- Students continue to recover credits in order to maintain A-G status and complete graduation requirements.
- Increase in A-G completion overall for students, for Foster Youth (+12.97), Homeless (+9.4%), Socioeconomically Disadvantaged (+54.91), and Hispanic students (+38.87).
- Began the process of vertical articulation through developing PLCs by identifying essential standards and reviewing scope and sequence to meet the academic needs of students.
- Increase in CTE pathways completers for all students by 3.3% with a pass rate of 84.51%. This reflects an increase in all subgroups.
- All CTE courses of study are now current and pathway coding has been cleaned-up and revised in the SIS for accuracy in reporting moving forward.
- CTE Pathway offerings are aligned with student interests and optimal employment/growth opportunities.
- Professional development provided throughout the year for improving systems provided by RCOE.
- Counseling teams provided opportunities to attend numerous county professional developments designed to improve professional practice.
- Comprehensive NCAA training to support student athletes.
- Increased A-G completion by 10% at comprehensive high schools.
- Students continue to enroll and successfully complete dual enrollment courses with 1,185 students enrolled in 2022-23 and a 90% passing rate.
- Students submitted 2,565 more applications to public colleges and universities in 2022 with a total of 3,832 applications submitted.
- Over half, 53.2%, were either prepared or approaching prepared according to the College and Career Indicator designated on the California Dashboard.
- Increase in courses that meet the A-G requirements by rewriting multiple courses to submit to the CMP for A-G approval.

Summer School data: Updated

Total Summer School Data: 2,469 students attended, earning 35,789 credits and recovering 7,144 courses

SPED: 324 Special Education students attended, earning 4,540 credits and recovering 1,094 courses

Hispanic including ELLs attended, earning 1,712 credits and earning 31,609 credits and 6,339 courses

Foster Youth: 19 Foster Youth students attended, earning 205 credits and recovering 41 courses

Homeless: 9 Homeless students attended, earning 325 credits and recovering 65 courses

GOAL #3 as measured by CA Dashboard and local indicators:

- Each school had a CARES Team that included an assistant principal, counselor, program specialist, behavior specialist, substance abuse specialist, social worker and an alternative to suspension teacher. They met on a weekly basis as a team to discuss how best to address students to ensure that all students were supported in each of those areas. This led to the decrease in discipline and suspension rates across the board.

- There was a weeklong professional development offered for the CARES Team at the beginning of the school year. With the exception of ATS, the support providers met with our Director of Special Education on a weekly basis to ensure that there were common practices and to address any obstacles that they may experience.
- There were clear tiers of support for each of the domains.
- All of our sites had an Alternative To Suspension (ATS) on their campuses.
- Each of the ATS teachers had a week-long training at the beginning of the school year.
- There were site visits by our outside consultant group to each campus to review common practices at each of our ATS.
- There was a weekly meeting with each of these teachers with the Office of Student Services to address any obstacles that they may have encountered during the week.
- There were social workers assigned to each school site to help address our at-risk populations.
- Each week the social workers met with our Director of Special Education to align common practices.
- There were monthly meetings with our assistant principals who work with attendance. The purpose of these meetings were to: Address chronic absenteeism, develop common practices, seek further guidance from the Office of Student Services
- Two attendance specialists work to track, follow up, and meet with students and parents that are chronically absent from school. To facilitate this work, a system to track and monitor student attendance (A2A) has been purchased and implemented.
- Our attendance specialists also made phone calls to connect with families whose students were not attending schools or who are chronically absent.
- Each site created Tiers of Intervention to support student participation and engagement. Tier 1, Tier 2 and Tier 3 supports were outlined. Tier 1 supports included; clear, concise and consistent communication, student support, regular monitoring and mental wellness supports. Tier 2 and 3 supports included; identify barriers and supports.
- Sites created incentive programs to celebrate students' success in both academic and behavior.
- Facilities per Williams compliance was met at 100%.
- All sites, District Office, and Student Services Center have Safety Plans in place.

GOAL #4 as measured by local performance indicators:

- The District Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) system uses research to train and support parents, families, family engagement leaders, educators, and community members for the overall success of our students. The Family Engagement Team held a virtual training at the beginning of the school year followed by monthly virtual site visits from our Family Engagement Consultant and have been successful for the most part. Implementing general training at the beginning of the school year followed by monthly site visits with research-based approaches is useful to educators, community liaisons, students, and parents.
- The Bilingual Community Liaisons for each of our school sites and they were able to make a strong connection between educators and our families.
- The Family Engagement team offered in-person, Zoom, and Google Meet interpretation for parent workshops and events which has been a huge success.
- Parent Engagement Leadership Institute (PELI) / Action Team for Partnerships (ATP) focused on the importance of attendance as a districtwide initiative.
- Offering a variety of training and workshops such as: Positive Parenting Workshops related to mental health, relationship building, and parent empowerment.

- Stronger Together Workshops were hosted in Semesters 1 and 2 which provided information and resources to parents and community members on the importance of being an engaged parent.
- Dual Enrollment Informational Workshops hosted by the ASPIRE (District Counselors) Team.
- The Parent Project series focuses on Arguing and Family Conflict, Improving Academic Performance & Attendance, Teen Drug, Prevention, and Identifying Local Resources.
- Workshops were hosted in person and virtually to give all families an opportunity to participate.
- RCOE provides CAREspace (Community, Access, Relationships, and Emotional Wellness) workshops that are dedicated to students and parents with a wide array of mental health and social-emotional workshops.
- Perris Valley Resource Center provides us with a wide array of resources and services at no cost. All of these resources are printed and handed out to families or shared via Peachar.
- Grandparents Raising Grandchildren support group provides the opportunity to socialize, share information, learn new skills, receive peer support, and get connected with community resources.
- The Parent Project: Invites our local police department to share information about drug prevention methods and drug awareness.
- Love for Life / Stronger Together: Provides a wide array of community resources including parenting tips, immigration assistance, and bullying prevention.
- PUHSD partners with the City of Perris and the City of Menifee and collaborates in sharing resources, information and resources to our families.
- Information is sent to families via Blackboard (text, voice, email), PUHSD uses Social Media Platforms: Facebook, Instagram, and Twitter to disseminate information to parents & the community, and through Peachjar which is a program that sends out informational electronic flyers with links.
- PUHSD purchased video cameras to capture and share information in a more engaging way. Short mini-videos are created and posted on social media, which have been very successful.

#### REFLECTIONS: 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:

The 2022-23 CA Dashboard revealed that multiple subgroups across the district and school sites are performing at a Performance Level: Red. To address these significant areas of need, specific goals and actions will be incorporated into the Local Control and Accountability Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups. Each goal and action will be denoted in parentheses with the specific Action number for clarity.

#### DISTRICT LEVEL:

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

- Math:

All Students: (-138.2) (Action 1.1)

SED (-149.7) (Action 1.1)

EL(-188.1) (Action 1.3)

SWD (-217.7) (Action 1.1)

Hispanic (-149.2) (Action 1.1)

White (-120) (Action 1.1)

- College & Career Indicator (CCI): 32.4% Prepared

SWD (Very Low: 5.3% prepared) (Action 2.3)

- Chronic Absenteeism:

All Students: 47.8% (Action 3.2)

SED (+2.7) (Action 3.2)

EL (+.05) (Action 3.2)

Homeless (+.01) (Action 3.2)

SWD (+.9) (Action 3.2)

African American (+7.6) (Action 3.2)

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) (Action1.3)

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)

REFLECTIONS: CHALLENGES:

GOAL #1 as measured by CA Dashboard and local indicators:

- Teacher absences during mandated professional development days and difficulty pulling teachers from regular instructional days to provide professional development.
- Some of the sites had difficulty with staffing and some ELD sections were covered by long term guest teachers.

GOAL #2 as measured by CA Dashboard and local indicators:

- Decrease in Homeless graduation rate by 10.5%
- Decrease in the White graduation rate by 1.5%
- Decrease in A-G completion rates for English Learners (-0.68%), Students with -Disabilities (-0.89%), African American students (-20.5%), and White students (-13.59%).
- Lack of common assessments to facilitate data driven instruction.
- Pathways were not accurately aligned and students were not placed in the correct order on concentrator capstone to be considered completers.
- Budget cuts will result in counseling reductions in the 2024-25 school year and the repercussions were felt in resignations with some support staff in 2023-24.
- Lack of consistency in practices in sites across the district.
- FAFSA/CADAA completion and AVID participation remained status quo.
- Student EAP scores in English (-7.62%) and Math (-2.14%) decreased in both standard exceeded and standard met.

GOAL #3 as measured by CA Dashboard and local indicators:

- There has been a restructuring of these supports for the 2024/2025 school year.
- The academic counselor was not included in these discussions so there may have been a gap in the follow through by others on the campus.
- There was a focus on students overall. There was not a concentrated focus on the various subgroups, but consequently we did see a decrease in the suspension rate for all of our subgroups.



- Did not focus on the other domains (academic or attendance) to give our students their tiered academic support.
- There were inconsistencies in the tracking of students through the various tiers of attendance intervention because we were using two different systems (A2A and IC).
- Provide a unified response to our sites for listening to their safety concerns and what assistance they need.
- Students continue to not feel safe on campus and are not connected.

GOAL #4 as measured by CA Dashboard and local indicators:

- Despite promotional efforts, teachers often remain unaware of existing partnerships with parents/families.
- The transition of new administrators has understandably shifted focus away from immediate engagement with families.
- Despite the availability of resources and communication efforts, some families struggle to physically access resources on campus.
- Balancing the volume of information to avoid overwhelming families.
- The creation and promotion of informational videos for every event pose logistical challenges but efforts are made to maximize communication channels.

What's to come in 2024-25:

LCAP Goal #1:

- Continued professional development to support Integrated ELD and Literacy across all content areas.
- Academic coaches to support ELA, math and ELD. These coaches will provide a continuum of professional development on essential standards, literacy, Integrated ELD, and identification of essential learning outcomes for all math courses, and Educational Technology.
- Implementation of Interim Assessment Blocks (IABs) in order to align current practices in instruction and assessment to the demands and rigor of the CAASPP.
- Six week data meetings with all grade level PLC teams to monitor student progress throughout the school year.
- The district will assess all students in grades 5-10 on the Math/ELA STAR Assessment. This diagnostic assessment will be given three times a year to establish baseline, mid year, and end year growth. The standards based data will be analyzed by teachers as part of the Professional Learning Community (PLC) process.
- Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
- PLC support and instructional alignment.
- Focus on literacy across the curriculum using AVID strategies. These strategies are surrounded by the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. Common Core Literacy Standards raise the expectations of students' academic performance in the domains of reading, writing, listening and speaking, and language.
- Special Education will engage in various training sessions. The Director of Special Education and district special education staff will meet with paraeducators in the district and conduct training in the following areas: navigating an IEP from A-Z, Behavior intervention: the who, what and how on supporting students through behavior. The Coordinator of Special Education will hold weekly training's with the moderate to severe teachers focusing on center based instruction, navigating the needs of moderate to severe disabilities in the virtual environment, and curriculum support through Unique Learning System and Sandi.

What's to come in 2024-25

LCAP Goal #2:

- Align courses and programs so that students seamlessly transition into college.
- Continue to provide support to students and families on a variety of college and career preparedness topics (e.g., FAFSA completion and A-G requirements).
- Provide workshops for parents to learn about college enrollment and career opportunities.
- Special education collaboration with general education teachers to support more student success classes required for graduation.
- SIS training for accurate CTE tracking for pathway completion.
- Counselor training for pathway sequencing.
- Continued RCOE comprehensive counseling program training for next year.
- New counselor training and one on one support.
- AVID Summer Institute and AVID training for new and returning coordinators.
- College and Career Readiness Indicator data review.

#### What's to come in 2024-25

##### LCAP Goal #3:

- We will focus on training and the maximization of the systems that we have in place.
- We will train our classified staff in IC in the areas of:
  - Attendance Letters
  - Understanding Ad Hoc
- We will train our guidance and administrative staff on Student Success Teams (SSTS) in the areas of:
  - Academics
  - Attendance
  - Behavior

##### Social-Emotional Supports

We will train our administrative, certificated, classified staff in the areas of:

- Anti-Bullying Techniques
- Attendance Connectedness
- Contraband Dogs
- Discipline
- Foster/Homeless Youth
- Teen Behavior Trends

#### What's to come in 2024-25

##### LCAP Goal #4:

- PUHSD will host an in-person event recognizing parent volunteers, community and business partners at an Annual Recognition Gala in honoring parent leaders and volunteers and the business and community partnerships.
- Collaborate with the City of Perris to host engaging community workshops and events.
- Host an Orientation for EL Newcomers families.
- Professional development training and workshops for staff and families.
- Provide additional support to increase student attendance; ie: resources, personal phone calls, host parent meetings, PELI goal).

#### 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, low-income, 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.

##### 3. Implementation of Interim Assessment Blocks (IABs):

- Introduce 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.

##### 4. 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 STAR Assessment administered three times a year, to track growth, identify trends, and target interventions for individual students or groups.

##### 5. 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, low-income, and Hispanic students.

##### 6. 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.

##### 7. Focus on Literacy Across the Curriculum:

- Implement AVID (Advancement Via Individual Determination) strategies to promote literacy across all content areas.

- Emphasize rigorous methodologies of writing, inquiry, collaboration, organization, and reading to prepare students for college readiness and success in the 21st century.
- Align instruction with Common Core Literacy Standards to raise expectations for students' academic performance in reading, writing, listening, speaking, and language skills.

#### 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.

7. Regular Communication and Follow-up:

- Maintain regular communication with families to keep them informed about their child's attendance and academic progress.
- Conduct follow-up meetings and check-ins with students and families to address any ongoing concerns or challenges related to attendance and provide ongoing support as needed.

# 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.

## 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
Parent Advisory Committee (PAC)	<p>The Parent Advisory Committee (PAC) convened four times this year, welcoming a diverse membership consisting of parents, community members, teachers, classified staff, administrators, SELPA, and representatives from Perris Secondary Educators Association (PSEA) and California School Employee Association (CSEA). The agenda for these meetings encompassed a range of topics including updates on the Local Control and Accountability Plan (LCAP), reviews of district and school site data, discussions on policies and procedures, and presentations on student programs and services. Alongside LCAP updates, attendees received updates on district matters such as facilities, board policies, and communication strategies. Throughout the workshops, we actively sought feedback from participants, facilitating discussions and providing opportunities for input. Additionally, we implemented a survey and feedback process to gather further insights from attendees.</p> <p>November 14, 2023: LCAP Goal #2            January 23, 2024: LCAP Goal #1, Equity is Caring in Action            March 26, 2024: Mid-Year LCAP Update            May 8, 2024: Surveys &amp; Feedback for the 2024-25 LCAP</p>
District English Language Advisory Committee (DELAC)	<p>The District English Language Advisory Committee has convened three times to address key aspects outlined by the State Board of Education's EL Roadmap Policy. These include the development of</p>



Educational Partner(s)	Process for Engagement
	<p>the district master plan and policies to ensure consistent implementation of EL educational programs and services, consideration given to School Plans for Student Achievement (SPSAs). Additionally, the committee conducts district-wide needs assessments on a school-by-school basis, establishes program goals and objectives for EL services, and ensures compliance. Furthermore, they review and provide feedback on reclassification procedures and written notifications sent to parents and guardians, playing a crucial role in shaping and enhancing EL education within the district.</p> <p>Thursday, October 25th, 2023  Wednesday, November 29th, 2023  Thursday, March 7th 2024</p>
<p>Superintendent Listening Session</p>	<p>The purpose of Superintendent Listening Sessions was for students to have a platform for student representatives to voice their opinions, concerns, and feedback on various aspects of their educational experience. These sessions aimed to ensure that students from all major subgroups and those marginalized groups have an opportunity to contribute to discussions about school climate and culture, diversity, equity, inclusion initiatives, curriculum implementation, celebrations, and concerns affecting the entire school community. The sessions facilitated dialogue between students and district leadership, fostering a sense of inclusion, empowerment, and collaboration in decision-making processes within the district.</p> <p>September 27, 2023  November, 2023  March 7, 2024  May 25, 2024</p>
<p>District Leadership</p>	<p>District leadership provided direction, guidance, and support to ensure the effective functioning of the educational system within the district. District leadership, which includes cabinet members, site administrative teams, classified managers, and the educational</p>

Educational Partner(s)	Process for Engagement
	<p>services division, play a crucial role in various aspects of district operations. That includes:</p> <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Policy Development and Implementation</li> <li>• Resource Allocation</li> <li>• Instructional Leadership</li> <li>• Stakeholder Engagement</li> <li>• Equity and Inclusion</li> <li>• Overall, the purpose of district leadership is to lead, support, and empower all stakeholders in advancing the district's mission of providing high-quality education and ensuring the success of every student.</li> </ul> <p>August 14, 2023  September 11, 2023  October 2, 2023  November 13, 2023  January 8, 2024  February 5, 2024  May 6, 2024</p>
Ed Services Leadership Division	<p>The Educational Services division encompasses Pupil Services, Special Education, Curriculum &amp; Instruction, Assessment &amp; Accountability, and State Federal Programs. Ed Services meets regularly to foster collaboration, planning, and coordination. These meetings serve to address the diverse elements concerning educational programs, curriculum design, teaching methodologies, student evaluation, professional growth opportunities, and other pertinent issues aimed at improving educational standards district-wide.</p> <p>August 14, 2023  September 11, 2023  September 18, 2023  September 25, 2023  October 2, 2023  October 9, 2023</p>

Educational Partner(s)	Process for Engagement
	<p>October 23, 2023  October 30, 2023  December 11, 2023  January 8, 2024  January 15, 2024  January 22, 2024  January 29, 2024  February 5, 2024  February 12, 2024  February 19, 2024  February 26, 2024  March 11, 2024  March 18, 2024  March 25, 2024  April 8, 2024  April 15, 2024  April 29, 2024  May 6, 2024  May 20, 2024  May 27, 2024  June 3, 2024  June 10, 2024</p>
<p>School Site Councils</p>	<p>School Site Councils (SSCs) play a vital role in informing the Local Control and Accountability Plan (LCAP) process. By actively engaging in the LCAP process, SSCs contribute to a culture of shared governance, accountability, decision-making, transparency, and continuous improvement that benefits all students. Site administration facilitates discussions regarding goals, actions, and services, while soliciting feedback and conducting data disaggregation and review. At the site level, SSCs contribute input during the yearly review and evaluation of school-specific objectives and initiatives delineated in the Single Plan for Student Achievement (SPSA). This feedback is recorded in a collaborative Google sheet and subsequently shared with the Educational Services division for incorporation into the LCAP development process.</p>

Educational Partner(s)	Process for Engagement
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 16, 2023: Semester Two Grades Update  September 20, 2023: Attendance Plan, 2023 Graduation &amp; Summer School Update  October 18, 2023: Comprehensive Coordinated Early Intervening Services Plan (CCEIS) Update  November 15, 2023: Districtwide Professional Development Days Update, Districtwide Programs &amp; Services Update: LCAP Goal #2  December 13, 2023: Discipline &amp; Multi-Tiered System of Supports Update  January 17, 2024: LCAP Goal #1 Update  March 20, 2024: Mid-Year LCAP Update  April 17, 2024: Career Technical Education Update, Special Education Update</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> <p>September 26, 2023  December 5, 2023  February 6, 2024</p>

Educational Partner(s)	Process for Engagement
	May 7, 2024
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</p> <ul style="list-style-type: none"> <li>• English Learners (21%)</li> <li>• Foster Youth (0.8%)</li> <li>• Homeless (4.5%)</li> <li>• Socioeconomically Disadvantaged (86%)</li> <li>• Students with Disabilities (9.8%)</li> </ul>

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

During these meetings, partners provided input that contributed to the development of the LCAP. Community voice was critical and, as such, the District engaged with partners throughout the school year through in a variety of methods. Those methods included in-person meetings, remote and virtual meetings, and Board presentations. Additionally, the District administered surveys, conducted focus groups, responded to telephone calls, sent, and responded to electronic emails, and transmitted messages via the District’s communication system including all social media platforms.

Our Educational Partners that include students, teachers, principals, other school personnel, local bargaining units, parents, community members, parents serving on the Special Education Committee, and other advisory groups such as Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Superintendent's Forum, and the Educational Technology Committee (ETC) participated in various surveys and focus groups. The surveys and focus group feedback was analyzed by the Educational Services Division to gather information on current programs and future options, observe trends and prioritize input into the development and/or maintenance of goals, actions and services. The feedback was disaggregated from the various educational partners and grouped by LCAP Goals.

The public hearing date for the 2023-2024 LCAP Annual Update & 2024-25 LCAP is June 3, 2022 with local Board approval on June 12, 2024.

All surveys and focus group feedback was designed to address the four PUHSD LCAP Goals. Input from the partner groups that influenced the LCAP are identified in parenthesis. A summary for each focus is as follows:

LCAP GOAL #1: All students will attain grade level proficiency in English Language Arts and Mathematics.

- Enhance access and opportunities for students to recover and/or accelerate credits to fulfill graduation requirements and meet grade-level standards (Teachers, Parents, and Administrators).

- Allocate additional sections in the master schedule across all school sites to support academic coaching, collaboration, and curriculum alignment (Teachers and Administrators).
- Expand summer school offerings in 2023 with a focus on credit recovery (Teachers, Parents, Students, and Administrators).
- Emphasize school connectedness, fostering relationships, promoting physical and mental well-being, engaging with families, and providing high-impact tutoring.
- Extend summer school programs to all district schools, including middle school sites (Teachers, Parents, PSEA/CSEA, and Administrators).
- Offer programs one week after the regular school year concludes (Teachers, Parents, and Administrators).
- Provide opportunities for special education students to recover lost services such as speech, occupational therapy, and physical therapy.
- Arrange transportation for students to attend extended school year summer school (Teachers, Parents, and Administrators).

LCAP GOAL #2: All students will graduate from high school prepared for postsecondary and career options.

- Establish college and career centers across the four high schools (Teachers and Administrators).
- Coordinate visits from schools, colleges, military representatives, and other professionals to present career opportunities to students (Teachers, Parents, and Administrators).
- Develop career exploration initiatives with a specific focus on supporting underrepresented student groups.
- Assist in planning College and Career Nights and Fairs.
- Administer and support the implementation of group interest tests, surveys, and scheduling.
- Raise awareness about college and career readiness among all PUHSD students.
- Enhance student planning and preparation for future endeavors (Teachers, Parents, and Administrators).
- Offer opportunities for students to explore various colleges and career options.
- Provide assistance with completing college applications for UC/CSU and community colleges (Teachers, Parents, Students, and Administrators).
- Identify funding resources to support students' college aspirations.
- Educate students about available tools and resources to aid them in their postsecondary endeavors.

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

- Collaboration of social-emotional services for students (Teachers, Parents, Students, and Administrators).
- Offering individual therapy for Tier 3 students (Teachers, Parents, Students, and Administrators).
- Providing counseling services including individual, group, and family sessions.
- Delivering crisis intervention, conducting home visits, providing parent support and education, and advocating for students, families, and school systems (Teachers, Parents, Students, and Administrators).
- Identifying and addressing unmet physical and mental health needs (Teachers, Parents, and Administrators).
- Facilitating Linkage Services (Teachers, Parents, and Administrators).
- Supporting students across Tier 1, Tier 2, and Tier 3 levels.
- Establishing connections for all students, particularly focusing on vulnerable students and their families to assess basic needs.
- Offering assistance to students in crisis to help them cope with stress, family issues, and chronic health concerns (Teachers, Parents, and Administrators).
- Connecting students with social workers and community service providers (Teachers, Parents, and Administrators).

- Establishing a platform to share wellness tips and support within the school community (Teachers, Parents, Superintendent Advisory, Students, and Administrators).
- Providing support for both staff and families (Teachers and Parents).
- Offering training opportunities for campus supervisors (CSEA).

LCAP GOAL #4: Secure and strengthen the home- school- community connections and communications.

- Effective communication from home to school, including methods such as flyers, emails, phone calls, newsletters, and social media, was identified as a notable strength (Parents).
- DELAC emphasized the strength of engagement opportunities for parents of English Language Learners and expressed a desire for ongoing workshops covering topics such as social-emotional well-being, college readiness, and school safety, especially concerning digital and cyber platforms. DELAC also highlighted the consistent translation of materials and interpretation at meetings as a district-wide strength (Teachers and Parents).
- Parents expressed a preference for the continuation of virtual engaging workshops, meetings, and events through platforms like Zoom or Google Meet (Parents).

#### PARENT SURVEY: CA SCHOOL PARENT SURVEY (CSPS)

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child’s education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners.

The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children’s education;
- Student risk behaviors (how much of a problem at the school).

The survey was conducted from March 18, 2024 through March 29, 2024 with:

Number of Respondents: 589

Middle School Parents: 54

High School Parents: 518

Alternative Schools: 17

The data from the CSPS parent survey indicates a range of sentiments among parents regarding various aspects of their children's school environment:

Parental Involvement:

- There is moderate concern (29%) about the promotion of parental involvement.
- A higher percentage (44%) of parents feel that they are involved in their child's school.

- About a third (33%) of parents feel that the school encourages them to be active partners.
- However, a relatively lower percentage (23%) believe that the school actively seeks their input.
- A similar percentage (27%) of parents feel welcome to participate at the school.

#### School Supports for Students:

- Concerns exist about the student learning environment (29%) and the school's ability to provide a safe space for children (25%).
- There is also moderate concern about the school's effectiveness in motivating students to learn (28%) and in having caring adults present (29%).
- A considerable majority of parents (70%) believe that teachers are responsive to their child's social and emotional needs.
- Similarly, a significant majority (71%) feel that the school provides them with advice and resources to support their child's social and emotional needs.
- However, communication with parents about school (40%) has a somewhat lower level of concern.

#### Fairness, Rule Clarity, and Respect for Diversity:

- There is moderate concern regarding the equal enforcement of school rules (29%) and the treatment of all students with respect (35%).
- A similar level of concern exists about the school's promotion of respect for cultural beliefs and practices (31%).

#### Substance Use, School Disorder, and Bullying:

- A majority of parents (50%) express concern about substance use problems within the school.
- Lower levels of concern are observed regarding student alcohol and drug use (20%), vaping or e-cigarette use (30%), and school disorder (40%).
- The prevalence of harassment or bullying of students is reported as 20%.

#### Facilities:

- Concerns exist about the cleanliness and maintenance of school facilities/properties (32%).

Overall, the data suggests a mix of perceptions among parents, with some areas of satisfaction and others indicating areas where improvement may be desired or necessary.

#### Equity Multiplier Schools: Perris Lake High School and Scholar Plus Online Learning

The PUHSD developed LCAP Goal #5 and Actions 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.

#### Survey Results:

##### Parental Involvement:



- Parental Involvement in School: 38%
- School actively seeks the input of parents: 38%
- Parents feel welcome to participate at this school 38%

School Supports for Students:

- School motivates students learn 38%

Substance Use, School Disorder, Bullying:

- Substance use problems: 33%
- Student alcohol and drug use: 25%
- Student vaping or e-cigarette use: 25%
- School disorder: 34%

Parents of Student with Disabilities have been apprised of LCAP goals/actions/services via IEP meetings, Community Action Council (CAC), Parent Advisory Committee meetings. The Special Education Local Plan Administrator was invited to participate as part of the stakeholder meetings and a copy of the DRAFT LCAP has been shared via PUHSD Director of Special Education, no feedback has been received at this time.

# 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: 65.9%	
1.2	EL Reclassification Rate	18.2%			16.0%	

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: -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>	

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			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: -93.2  English Learners- Status: -143.1.  Homeless- Status: -113.1.  Socioeconomically Disadvantaged- Status: -104.7	

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>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>	

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: 100% of students have access to standards aligned instructional materials	
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			Dashboard: Overall Average Score of 4.4	
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			Dashboard: Overall Average Score of 4.4	
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: 88.7% of staff are assigned and fully credentialed in the areas taught.	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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	\$4,155,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>1.2</b>	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 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.	\$2,500,855.00	Yes
<b>1.3</b>	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.	\$1,260,328.00	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.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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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	<p>CA Dashboard (2022-23) Graduation Rate</p> <p>All Students: 91.6% English Learners: 85.6%</p>			<p>CA Dashboard Target Graduation Rate</p> <p>All Students: 95% English Learners: 89%</p>	

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%			Foster Youth: 88% Homeless: 85% SED: 96% SWD: 83% African American: 89% Hispanic: 95% White: 94%	
2.2	LEA A-G Completion Rate: All Students	A-G Completion Rate Dashboard Additional Reports (2022-23)  All Students: 37.9% English Learners: 12.9% Foster Youth: 7.7% Homeless: 23.2% SED: 34.0% SWD: 10.2% African American: 33.9% Hispanic: 33.2% White: 46.7%			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% Hispanic: 39% White: 50%	
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%			Data Quest % A-G and CTE Completer Target  All Students: 17% English Learners: 13% Foster Youth: 13% Homeless: 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0.9% African American: 3.2% Hispanic: 7.0% White: 7.5%			SED: 16% SWD: 10% African American: 13% Hispanic: 17% White: 17%	
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%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged-27.02%</p> <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>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>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 0.96% African American- 20.48% Hispanic-8.24% White- 12.35%				
2.5	LEA CTE Course Completers (who are part of the graduation cohort)	CTE Course Completer Target Per data Quest (2022-23)  All Students: 12.4% English Learners: 10.3% Homeless: 7.2% SED: 12.6% SWD: 5.3% African American: 10.5% Hispanic: 13.1% White: 10.6%			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%	
2.6	College and Career Indicator (CCI)	CA Dashboard CCI Indicator (2022-23)  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%			CA Dashboard CCI Indicator Target  Prepared: 42% Approaching Prepared: 30% Not Prepared: 28%  English Learners: 20% Foster Youth: 21% Homeless: 30% SED: 39% SWD: 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 41.4%			African American: 35% Hispanic: 38% White: 51%	
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%			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%	
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%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 14.03%				

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$6,788,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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.	\$4,533,058.00	Yes
<b>2.3</b>	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.	\$2,878,153.00	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: 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. 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: 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>	
3.4	Expulsion Rate	<p>Indicator Expulsion Rate: Data Quest (22-23): All Students: 0.1%</p> <p>Local Indicator: African American: 0.0% English Learners: 0.1%</p>			<p>Indicator Expulsion Rate: Data Quest: (25- 26) All Students: 0%</p> <p>Local Indicator:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 0.0% SED: 0%  Currently (23-24): 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: Local SIS: 0%	
3.6	High School Dropout Rate All Students	High School Dropout Rate: Data Quest (22-23): 6.5%  No data to report yet for the 23-24 school year.			High School Dropout Rate: Data Quest: 4.2%	
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: 90.2% (Grades 9-12) Infinite Campus: 90.5% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 96.13%	
3.8	Chronic Absenteeism Rate	Chronic Absenteeism Rate:			Chronic Absenteeism Rate:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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>No data to report yet for the 23-24 school year.</p>			<p>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>	
3.9	Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero			Local Indicator: Incidents: Zero	
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: 7th graders: 500 9th graders: 2,100 11th graders: 1,960	

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: 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>	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$4,133,255.00	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 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.	\$467,302.00	Yes
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.	\$787,121.00	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).	\$4,865,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, the district aims to create conducive conditions for academic success and holistic development among unduplicated pupils.		

# 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: 10,780			Districtwide Parent Participation: 11,858	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	trainings/workshops and conferences.					
4.2	Parent participation in the Community Advisory Committee for Special Education (CAC)	2023-24: CAC average/participation attendance is 1			CAC average/participation attendance is 1	
4.3	California School Parent Survey (CSPS)	2023-24: Parent/Community: 550			Parent/Community : 680	
4.4	Two way Communication	2023-24: Parent Contacts: TBD			Parent Contact; TBD	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$29,193.00	Yes
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.	\$239,238.00	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.	\$528,471.00	Yes
4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	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 services. Promote meaningful engagement and collaboration between families, schools, and the community..	\$154,208.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	<p>By June 2025, Perris Lake High School (PLHS) and Scholar+ Online School will demonstrate measurable progress in preparing all students, including the following subgroups: socioeconomically disadvantaged (SED), students with disabilities (SWD), English learners (EL), homeless students, Hispanic students, and EL students, for college or career readiness. Progress will be evaluated based on growth demonstrated in CAASPP test results.</p> <p>Equity Multiplier: The Equity Multiplier (EM) is aimed at enhancing student outcomes at Perris Lake High School and Scholar+ (online learning). The district has established the Equity Multiplier goal (LCAP Goal #5) to address gaps in outcomes for students and any teaching credentialing issues. PLHS will concentrate on enhancing the College &amp; Career Indicator (CCI) for the various subgroups, Similarly, Scholar + will strive to improve the CCI and graduation rate for all students.</p> <p>PLHS: CCI: Subgroups: All Students, SED, EL, Homeless, SWD, and Hispanic Suspension Rates: African American (Red)</p> <p>Scholar+ Online: CCI All Students Graduation Rate: All Students</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (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 CCI Indicator	CA Dashboard CCI Indicator (2022-23): PLHS: Prepared: .5% Approaching Prepared: 0% Not Prepared: 0%  <ul style="list-style-type: none"> <li>• College &amp; Career Indicator (CCI): Very Low</li> </ul> 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)			CA Dashboard CCI Indicator: PLHS: Prepared: .5% Approaching Prepared: 0% Not Prepared: 0%  <ul style="list-style-type: none"> <li>• College &amp; Career Indicator (CCI): Low</li> </ul> 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Scholar+: Very Low: All Students			2.3) SED: 5% (Action 2.3)  Scholar+: Medium All Students	
5.2	Graduation Rates	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Orange EL: 86% Hispanic: 86.6% Homeless: 78.7% SED: 87%			The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Orange EL: 89% Hispanic: 90% Homeless: 81% SED: 90%	
5.3	Suspension Rates	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red <ul style="list-style-type: none"> <li>Suspension Rate: African American: 14.3% suspended at least one day (Action 3.4)</li> </ul>			The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red <ul style="list-style-type: none"> <li>Suspension Rate: African American: 11% suspended at least one day (Action 3.4)</li> </ul>	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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"> <li>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.</li> <li>Crisis Intervention: Offering immediate support and intervention during mental health crises or emergencies, including situations</li> </ul>	\$386,881.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>involving suicidal ideation, self-harm, or severe emotional distress, to ensure students' safety and well-being.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Collaboration with Mental Health Professionals: Working collaboratively with mental health professionals, such as psychologists, therapists, and psychiatrists, to provide comprehensive mental health services.</li> <li>• 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.</li> </ul>		
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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	\$185,664.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>5.3</b>	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 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>	\$348,849.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$32,849,670	\$3,446,837

## 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
27.133%	0.000%	\$0.00	27.133%

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><b>Action:</b> Literacy and Math: Enhancing the Core Curriculum</p> <p><b>Need:</b> 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</p>	<p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> </ul> <p>Action 1.1: To address our unduplicated pupils performing below standards would include the following interventions and supports: 1. Professional Development: Offer specialized training sessions for teachers focused on</p>	<p>CAASPP: English Learner Progress Indicator (ELPI) English Learner Proficiency for California (ELPAC) Academic Indicator (Gr. 5-8,11): ELA/math</p> <p>Local Indicator: Renaissance ELA/math</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>other information, the Perris Union High School District has identified the following areas of need and focus:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Math: SED (-149.7), English Learners L(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).</li> </ul> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Orange and DFS for:</p> <ul style="list-style-type: none"> <li>• ELA: English Learners (-112.1), Homeless (-57.7), SED (-50.6), SWD (-130.8), African American (-45.8), Hispanic (-49.4), White (-12.1), Foster Youth (-115.0)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>integrating literacy instruction into their subject areas, tailored specifically for English Learners and Foster Youth.</p> <p>2. Assessment Tools: Provide teachers with tools and resources to assess the literacy skills of English Learners and Foster Youth across all subject areas, allowing for targeted interventions and support.</p> <p>3. Intervention Programs: Implement intervention programs designed to support English Learners and Foster Youth in developing their literacy skills, including targeted tutoring, small group instruction, and personalized learning plans.</p> <p>4. Technology Integration: Utilize technology to enhance literacy instruction, providing English Learners and Foster Youth with access to digital resources, language learning platforms, and educational apps designed to support their literacy development.</p> <p>While the identified need for Action 1.1 is focused on unduplicated pupil groups, specifically English Learners and Foster Youth, the rationale for providing these interventions and supports to all students lies in the principles of educational equity and inclusive practices. English learners and foster youth face unique challenges that impact their academic performance, including language barriers and experiences of instability or trauma. By addressing the needs of these underserved populations, we not only improve outcomes for English Learners and Foster Youth but also create a more supportive and inclusive learning environment for all students.</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><b>1.2</b></p>	<p><b>Action:</b> Instructional Technology</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Math: SED (-149.7), EL(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).</li> <li>• College &amp; Career Indicator (CCI): SWD (Very Low:5.3% prepared)</li> <li>• Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> </ul> <p><b>Scope:</b></p>	<p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> </ul> <p>Action 1.2: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Access to Digital Resources: Provide low-income students, foster youth, and English learners with equitable access to digital textbooks, online libraries, and educational websites, supplementing traditional resources. This addresses the lack of access to educational materials, particularly relevant in PUHSD where a significant portion of students are on the free lunch program.</li> <li>2. Language Support through Technology: Utilize digital tools and software applications to offer language support and translation services for English learners, aiding their comprehension of instructional materials and fostering communication with teachers and peers. This is especially beneficial for foster youth who may have experienced disruptions in their education.</li> <li>3. Remote Learning Opportunities: Implement remote learning options leveraging technology, enabling students facing transportation challenges or housing instability to access educational content and participate in virtual classrooms from any location with internet connectivity.</li> <li>4. Development of 21st-Century Skills: Integrate technology-enhanced learning experiences to foster the development of essential skills such as collaboration, creativity, problem-solving, and</li> </ol>	<p>Local Indicator: Teacher and Student Surveys: Usage Data, Performance Data, Engagement Data, Feedback &amp; Reflection, Qualitative Observations, Digital Footprint</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	<p>information literacy, preparing students for academic and career success in the digital age.</p> <p>5. Enhanced Communication with Families: Utilize technology to facilitate communication between schools and families, engaging parents/guardians of low-income students, foster youth, and English learners through email, text messages, virtual meetings, and online parent portals, promoting parental involvement in their child's education.</p> <p>While the identified need for Action 1.2 is focused on unduplicated pupil groups, specifically English learners, low income and foster youth, the rationale for extending these services to all students district-wide is rooted in the principles of equity and inclusion. By providing access to digital resources, language support through technology, remote learning opportunities, and the development of 21st-century skills to all students, regardless of their demographic background, we foster a culture of inclusivity and support that benefits the entire school community.</p>	
2.1	<p><b>Action:</b> Student Support and Interventions</p> <p><b>Need:</b> 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:</p>	<p>Action 2.1: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <p>1. Targeted Remediation: Remediation programs will help address academic gaps and provide targeted support to students who may be struggling academically due to various factors such as language barriers, disruptions in education, or socio-economic challenges.</p> <p>2. Accelerated Learning Opportunities: Advanced students, including English learners and low-income students who demonstrate proficiency, can benefit from accelerated learning opportunities</p>	<p>CA Dashboard: Graduation Rate CCI EAP</p> <p>Local Indicator: A-G Completion Rates</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>The CA Dashboard indicated the following subgroups at a Performance Level: Red and Distance From Standard for:</p> <ul style="list-style-type: none"> <li>• Math: SED (-149.7), EL(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).</li> <li>• College &amp; Career Indicator (CCI): SWD (Very Low): 5.3% prepared)</li> <li>• Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)</li> </ul> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Orange and DFS for:</p> <ul style="list-style-type: none"> <li>• ELA: English Learners (-112.1), Homeless (-57.7), SED (-50.6), SWD (-130.8), African American (-45.8), Hispanic (-49.4), White (-12.1), Foster Youth (-115.0)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> <li>• CCI: Foster Youth (Low), English Learners (Low), SED (Low)</li> <li>• Decrease in A-G completion rates for English Learners (-0.68%)</li> </ul> <p><b>Scope:</b></p>	<p>such as AP courses and dual enrollment programs, which can help them excel academically and prepare for college-level coursework.</p> <p>3. Enrichment Activities: Enrichment programs offer opportunities for all students, including Foster Youth and low-income students, to engage in hands-on learning experiences, explore their interests, and develop critical thinking and problem-solving skills beyond the standard curriculum.</p> <p>4. Extended Instructional Day: Extending the instructional day provides additional time for academic support, tutoring, and enrichment activities, ensuring that all students, including English Learners and Foster Youth, have access to the resources and assistance they need to succeed academically.</p> <p>5. Internship Programs: Internships offer unduplicated pupils opportunities to gain real-world experience, develop professional skills, and build connections in their chosen fields, enhancing their college and career readiness.</p> <p>6. Academic Support Services: Academic support services such as tutoring to provide personalized assistance to unduplicated pupils, helping them improve their study habits, academic performance, and overall success in school.</p> <p>While the identified need for Action 2.1 is focused on unduplicated pupil groups, specifically English learners, low income and foster youth, the rationale for providing these interventions and supports to all students lies in the principle of equity and inclusion, offering targeted remediation, accelerated learning opportunities, enrichment</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	activities, extended instructional days, internship programs, and academic support services to all students. We ensure equitable access to resources and opportunities. This approach promotes inclusion and fosters a supportive learning environment where every student has the chance to thrive academically, socially and emotionally.	
2.2	<p><b>Action:</b> CTE Pathways</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• College &amp; Career Indicator (CCI): SWD (Very Low:5.3% prepared)</li> <li>• Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)</li> </ul> <p>The CA Dashboard indicated the following</p>	<p>Action 2.2: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Expansion of Career Technical Education (CTE) Pathways: Provide opportunities for English Learners, Foster Youth, and low-income students to engage in and complete CTE pathways by expanding access to CTE courses, ensuring sufficient resources and materials for CTE programs, offering professional development for CTE teachers, and upgrading facilities to support CTE instruction.</li> <li>2. Alignment with Industry Standards: Align CTE curriculum and practices with industry standards to ensure that students, including English learners, foster youth, and low-income students, receive relevant and up-to-date training that prepares them for success in their chosen career fields.</li> <li>3. College and Career Readiness Emphasis: Emphasize college and career readiness for all students, including English Learners, Foster Youth, and low-income students, by ensuring that they have post-secondary plans by the time they graduate. Provide students with the knowledge and tools to navigate various career paths and</li> </ol>	<p>CA Dashboard: CCI</p> <p>Local Indicators: CTE Completers WBL Experiences</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>subgroups at a Performance Level: Orange and DFS for:</p> <ul style="list-style-type: none"> <li>• ELA: English Learners (-112.1), Homeless (-57.7), SED (-50.6), SWD (-130.8), African American (-45.8), Hispanic (-49.4), White (-12.1), Foster Youth (-115.0)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• CCI: Foster Youth (Low), English Learners (Low), SED (Low)</li> <li>• Decrease in A-G completion rates for English Learners (-0.68%)</li> </ul> <p>Local Indicator: Work Based Learning (WBL): PUHSD has purchased School Links a software platform that will track students participation in a WBL experience that can include: internships, job shadow, site based and/or WBL project. 2023-24 is this first year collecting data, currently we have :</p> <p>Student Participation: 273 Foster: 4 EL: 11 SED: 158</p> <p><b>Scope:</b> LEA-wide</p>	<p>college choices, recognizing that there is not a one-size-fits-all approach.</p> <p>4. Engagement in College and Career Activities: Continuously engage students in activities that expose them to tools and resources available to support planning for their future, ensuring that every student has a plan for success upon completion of high school.</p> <p>5. Integration of College and Career Readiness into Instructional Programs: Embed college and career readiness into instructional programs throughout middle school and high school, ensuring that students develop the necessary skills and abilities needed to be successful in post-secondary endeavors.</p> <p>6. Training and Support for College and Career Skills: Provide training and support for students, including English Learners, Foster Youth, and low-income students, to develop college and career skills necessary for success in high school and post-secondary education, ensuring that they are prepared for the demands of the 21st-century workforce.</p> <p>While the identified need for Action 2.2 is focused on unduplicated pupil groups, specifically English Learners, Foster Youth, and low income, the rationale for providing these interventions and supports to all students lies in the many opportunities that all students can benefit from exposure to diverse career pathways, industry-aligned training, and college preparation, regardless of their background or demographic characteristics. By offering these interventions and support universally, we are creating a level playing field where every student has access to the</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
		resources and opportunities needed to achieve their full potential and succeed in their chosen paths after high school.	
2.3	<p><b>Action:</b> College &amp; Career Readiness</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Math: SED (-149.7), EL(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).</li> <li>• College &amp; Career Indicator (CCI): SWD (Very Low:5.3% prepared)</li> <li>• Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)</li> </ul> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Orange and DFS for:</p>	<p>Action 2.3: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Resource Allocation: Allocate sufficient resources to develop and sustain a comprehensive counseling program dedicated to fostering college and career readiness. This includes funding for staffing, materials, technology, and other necessary resources.</li> <li>2. Professional Development: Provide training for counselors and other staff members involved in the counseling program to ensure they have the skills and knowledge needed to effectively support students in their college and career readiness journey.</li> <li>3. Establishment of Work-Based Learning Opportunities: Create opportunities for students to engage in work-based learning experiences, such as internships, job shadowing, and apprenticeships. These experiences allow students to gain real-world skills and explore potential career paths.</li> <li>4. AVID Participation: Encourage participation in the Advancement Via Individual Determination (AVID) program, which provides academic support and college preparation resources to students, particularly those from underserved backgrounds.</li> <li>5. Internships: Facilitate access to internships for students, providing them with hands-on experience in their field of interest and helping</li> </ol>	<p>CA Dashboard: CCI</p> <p>Local Indicators: CTE Completers WBL Experiences AVID Participation</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
	<ul style="list-style-type: none"> <li>• ELA: English Learners (-112.1), Homeless (-57.7), SED (-50.6), SWD (-130.8), African American (-45.8), Hispanic (-49.4), White (-12.1), Foster Youth (-115.0)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> <li>• CCI: Foster Youth (Low), English Learners (Low), SED (Low)</li> <li>• Decrease in A-G completion rates for English Learners (-0.68%)</li> </ul> <p>AVID Participation:</p> <ul style="list-style-type: none"> <li>• EL: 75</li> <li>• Foster: 11</li> <li>• SED: 186</li> </ul> <p>Total AVID enrollment: 1772 Low SED: 1314 EL: 110</p> <p>WBL: Pending EOY data</p> <p><b>Scope:</b> LEA-wide</p>	<p>them build valuable skills and connections for future career opportunities.</p> <p>6. Collaboration between General Education and Special Education: Providers to increase student access to courses required to improve student achievement in high school and provide opportunities to be successful beyond.</p> <p>While the identified need for Action 2.3 is on unduplicated pupil groups, including English Learners, Foster Youth, and low-income students, the rationale for extending these interventions and supports to all students is rooted in the principle of equity and inclusive education. By offering comprehensive counseling programs, professional development, work-based learning opportunities, AVID participation, and internships to all students, schools ensure that every individual has equal access to resources and opportunities. This approach aligns with the goal of providing a holistic education that empowers every student to reach their full potential and pursue their college and career aspirations.</p>	
3.1	<p><b>Action:</b> Enhancing Student Support and Engagement</p> <p><b>Need:</b></p>	Action 3.1: To address our unduplicated pupils performing below standards would include the following interventions and supports:	<p>The CA Dashboard:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• ELA</li> </ul>

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	<p>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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: All Students: 47.2% (Grades 7-8 PMS), English Learner: 44%, African American: 58.5%, SED: 48.4%, Hispanic: 46.8%, SWD: 57.5%, Homeless: 53.6%</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: English Learner: 44%, SED: 48.4%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>1. After-School Programs: These programs provide unduplicated pupils with additional opportunities for engagement and skill-building beyond regular school hours. By participating in diverse activities, students from various backgrounds can develop new interests, talents, and social connections, contributing to their overall development and well-being.</p> <p>2. Co-Curricular Activities: Engaging in co-curricular activities promotes a sense of belonging and inclusion among unduplicated pupils. By getting involved in student organizations, community service projects, and other activities, students can develop leadership skills, build relationships, and cultivate a positive school culture that values diversity and collaboration.</p> <p>3. Athletics Programs: Unduplicated pupils can benefit from participating in athletics programs by learning important life skills such as teamwork, perseverance, and sportsmanship. These programs provide opportunities for physical fitness and personal growth, helping students develop confidence and resilience both on and off the field.</p> <p>4. Intervention Programs: Addressing learning gaps and providing academic support is crucial for unduplicated pupils to succeed academically. Intervention programs offer targeted assistance to students who may be struggling, ensuring that all students have access to the resources and support they need to thrive in their educational journey.</p> <p>While the identified need for Action 3.1 is focused on unduplicated pupil groups, specifically English learners and foster youth, the rationale for providing these interventions and supports to all</p>	<ul style="list-style-type: none"> <li>Chronic Absenteeism</li> </ul> <p>Local Indicator:</p> <ul style="list-style-type: none"> <li>CA Healthy Kids Survey: School Climate, School Connectedness</li> </ul>

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 is rooted in fostering a holistic approach to student development. After-School Programs offer diverse opportunities for engagement, skill-building, and socialization outside of regular school hours, benefiting students from various backgrounds. Co-Curricular Activities promote student involvement, leadership development, and a sense of belonging, contributing to the overall well-being of all students. Athletics Programs foster teamwork, physical fitness, and personal growth, enhancing the student experience across the board. Intervention Programs address learning gaps and enhance academic success for all students, ensuring equitable access to resources.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Attendance Matters: The Key to Academic Achievement and Wellbeing</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: All Students: 47.2% (Grades 7-8 PMS), English Learner: 44%, African American:</li> </ul>	<p>Action 3.2: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>Attendance Tracking and Monitoring Systems: Implement systems to track and monitor attendance patterns, allowing for early identification of students with chronic absenteeism.</li> <li>Early Intervention and Outreach: Establish protocols for early intervention, including personalized outreach to students and families to address underlying causes of absenteeism and provide necessary support.</li> <li>Attendance Incentive Programs: Develop incentive programs to recognize and reward improved attendance, encouraging students to prioritize regular attendance.</li> <li>Family Engagement Initiatives: Engage families through workshops, meetings, and communication channels to raise awareness about the importance of attendance and provide resources to support families in overcoming barriers to attendance.</li> </ol>	<p>CA Dashboard:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rate</li> </ul> <p>Local Indicator:</p> <ul style="list-style-type: none"> <li>CA Healthy Kids Survey</li> </ul>

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>58.5%, SED: 48.4%, Hispanic: 46.8%, SWD: 57.5%, Homeless: 53.6%</p> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: English Learner: 44%, SED: 48.4%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>5. Mentoring and Counseling Support: Provide mentoring and counseling services to students experiencing chronic absenteeism, offering guidance, support, and strategies to overcome attendance challenges..</p> <p>6. Attendance Contracts: Establish attendance contracts with students and families, outlining expectations, incentives, and consequences related to attendance to promote accountability and responsibility.</p> <p>7. School-Based Health Services: Provide access to school-based health services, including medical and mental health support, to address health-related issues affecting attendance.</p> <p>While Action 3.2 is primarily aimed at addressing the needs of unduplicated pupil groups, such as English learners and foster youth, the interventions and supports outlined are beneficial for all students. Regular attendance is essential for academic success and overall well-being, and implementing attendance tracking systems, early intervention protocols, and incentive programs can benefit all students by promoting a culture of attendance and accountability. Engaging families through workshops and communication channels, providing mentoring and counseling support, and offering access to school-based health services can address attendance challenges that may affect any student, regardless of their demographic background. By providing these interventions and supports to all students, we create a supportive and inclusive environment where every student has the opportunity to thrive academically and socially.</p>	

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<p><b>3.3</b></p>	<p><b>Action:</b> Securing School Environments</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism: All Students: 47.2% (Grades 7-8 PMS), English Learner: 44%, African American: 58.5%, SED: 48.4%, Hispanic: 46.8%, SWD: 57.5%, Homeless: 53.6%</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism: English Learner: 44%, SED: 48.4%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>Action 3.3: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Mental Health Support: Offer mental health services and counseling support to unduplicated pupils, including English learners, foster youth, and low-income students, to address trauma, stress, and other mental health challenges that may impact their sense of safety and well-being.</li> <li>2. Bullying Prevention Programs: Implement bullying prevention programs and initiatives to create a culture of respect and inclusion, where all students feel safe and supported, regardless of their background or identity.</li> <li>3. Crisis Intervention Teams: Establish crisis intervention teams comprising trained staff members who can provide immediate support and assistance during crises or emergencies, ensuring a coordinated and effective response to critical incidents.</li> </ol> <p>While the identified need for Action 3.3 is focused on unduplicated pupil groups, it is essential to provide these interventions and supports to all students to ensure a safe and secure learning environment for everyone. By implementing security personnel, measures, and safety training universally, we create a sense of safety and protection that benefits the entire school community. Mental health support, bullying prevention programs, and crisis intervention teams are vital for addressing various safety concerns that can affect any student, regardless of their background. Additionally, fostering collaborative partnerships ensures that we have access to a wide range of resources and expertise to enhance</p>	<p>Local Indicator: CA Healthy Kids Survey: School Climate, School Connectedness</p>

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		<p>our school safety efforts comprehensively. Ultimately, prioritizing safety for all students promotes a conducive learning environment where everyone can thrive academically, socially, and emotionally.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Fostering Social and Emotional Health for Educational Success</p> <p><b>Need:</b> 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:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism: All Students: 47.2% (Grades 7-8 PMS), English Learner: 44%, African American: 58.5%, SED: 48.4%, Hispanic: 46.8%, SWD: 57.5%, Homeless: 53.6%</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism: English Learner: 44%, SED: 48.4%</li> </ul>	<p>Action 3.4: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Academic Success: Research shows that students who have positive social and emotional health perform better academically. By addressing their social and emotional needs, we can create an environment conducive to learning and academic achievement.</li> <li>2. Overall Flourishing: Social and emotional health is essential for overall well-being and personal growth. When students feel emotionally supported and have the skills to navigate challenges effectively, they are more likely to thrive both inside and outside the classroom.</li> <li>3. Equity and Inclusion: Unduplicated pupils, English learners, foster youth, and low-income students often face additional barriers to academic success due to various socio-economic factors. Providing targeted interventions and supports ensures that all students have equitable access to resources and opportunities to succeed.</li> <li>4. Prevention and Early Intervention: Prioritizing social and emotional health helps identify and address issues such as stress, anxiety, trauma, and behavioral challenges early on, preventing them from escalating and negatively impacting students' academic and personal lives.</li> <li>5. Holistic Development: Education is not just about academics; it's also about fostering the</li> </ol>	<p>Local Indicator:</p> <ul style="list-style-type: none"> <li>• CA Healthy Kids Survey</li> <li>• The number of Wellness Center visits</li> <li>• The number of different Services rendered</li> </ul>

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	<p><b>Scope:</b> LEA-wide</p>	<p>holistic development of students. By prioritizing social and emotional health, we support students' growth in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>While the identified need for Action 3.4 is focused on unduplicated pupil groups, it is essential to provide these interventions and supports to all students for social and emotional health for all students, it is essential for promoting academic success, holistic development, equity, inclusion, and preventative care within the school community.</p>	
<p><b>4.1</b></p>	<p><b>Action:</b> Enhancing Communication and Engagement to Support Student Success</p> <p><b>Need:</b> Communication between teachers, parents, and the community is crucial for supporting the success of all students, including unduplicated pupils, English learners, foster youth, and low-income students. The Local Indicators:</p> <ul style="list-style-type: none"> <li>• -California School Parent Survey (CSPS)</li> <li>• Key Indicators Included: % reflects the number of parents that feel these are major concerns:</li> <li>• Substance Abuse: 42%</li> <li>• Social, Emotional Health: 54%</li> <li>• School Climate: 64%</li> <li>• School Safety &amp; Cyberbullying: 72%</li> </ul>	<p>Action 4.1: To address our unduplicated pupils performing below standards, experiencing chronic absenteeism, and behavioral issues would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Language Support: English learners may require translation and interpretation services to ensure effective communication between teachers and parents who may not be proficient in English.</li> <li>2. Access to Resources: Low-income families may need assistance accessing resources such as technology or educational materials to facilitate communication with teachers and engagement in school activities.</li> <li>3. Foster Youth Support: Foster youth may benefit from additional support and guidance in navigating communication channels between teachers and foster care providers or social workers.</li> <li>4. Cultural Sensitivity: Recognizing and respecting diverse cultural backgrounds is essential for effective communication with parents and</li> </ol>	<p>Local Indicator:</p> <ul style="list-style-type: none"> <li>• California School Parent Survey (CSPS)</li> <li>• Evaluations/Feed back</li> </ul> <p>CA Dashboard: Chronic Absenteeism: Grades 7-8 Suspension 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
	<ul style="list-style-type: none"> <li>Evaluations/Feedback</li> </ul> <p>Chronic Absenteeism Rate: CA Dashboard (22-23): (Grades 7-8 PMS) English Learner: 44% SED: 48.4%</p> <p>Suspension Rate: Data Quest (22-23): English Learners: 8.2% Foster Youth: 15.9% SED: 9.6%</p> <p><b>Scope:</b> LEA-wide</p>	<p>community members, particularly for unduplicated pupils and English learners.</p> <p>5. Outreach and Engagement: Proactive outreach efforts may be needed to engage parents and community members who may face barriers to participation in school activities due to work schedules, transportation issues, or other challenges.</p> <p>6. Parental Involvement Training: Providing training or workshops for parents on how to effectively support their children's education and engage with teachers can empower parents to take an active role in their child's learning journey.</p> <p>7. Community Partnerships: Collaborating with community organizations and agencies can help address specific needs of unduplicated pupils, English learners, foster youth, and low-income families, enhancing communication and support between home and school.</p> <p>While Action 4.1 primarily targets unduplicated pupil groups like English learners and foster youth, extending these interventions and supports to all students is essential for fostering inclusivity and equity across the board. Language support ensures effective communication for all families, regardless of their proficiency in English. Access to resources benefits low-income families, while foster youth may require additional support in navigating communication channels. Cultural sensitivity ensures that all families feel respected and understood, enhancing communication effectiveness. Proactive outreach efforts and parental involvement training empower parents to engage in their child's education, benefiting all students. Collaborating with community partners</p>	

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		further enhances communication and support, creating a holistic environment conducive to student success.	
4.2	<p><b>Action:</b> Empowering Parents: Building Capacity for Student Success</p> <p><b>Need:</b> Our English learners, foster youth, and low-income students, face diverse challenges that can hinder their academic success. Tailored support, such as language assistance, access to resources, foster youth guidance, cultural sensitivity training, parenting workshops, education on education, and community connections, is vital to address these obstacles effectively and ensure equitable opportunities for all students.</p> <p>The Local Indicators:</p> <ul style="list-style-type: none"> <li>• -California School Parent Survey (CSPS)</li> <li>• Key Indicators Included: % reflects the number of parents that feel these are major concerns:</li> <li>• Substance Abuse: 42%</li> <li>• Social, Emotional Health: 54%</li> <li>• School Climate: 64%</li> <li>• School Safety &amp; Cyberbullying: 72%</li> <li>• Evaluations/Feedback</li> </ul> <p>Chronic Absenteeism Rate: CA Dashboard (22-23): (Grades 7-8 PMS) English Learner: 44% SED: 48.4%</p>	<p>Action 4.2: To address our unduplicated pupils performing below standards, experiencing chronic absenteeism, and behavioral issues would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Language Support: English learners' parents may require language support to fully engage in workshops and training sessions.</li> <li>2. Access to Resources: Low-income families may need assistance accessing transportation or childcare services to attend trainings and workshops.</li> <li>3. Foster Youth Support: Foster youth parents may benefit from specialized training on navigating educational systems and advocating for their children's needs.</li> <li>4. Cultural Sensitivity: Recognizing and respecting diverse cultural backgrounds is crucial to ensure that all parents feel welcome and included in training sessions.</li> <li>5. Parenting Skills: Parents from all backgrounds may benefit from workshops on effective parenting strategies, communication techniques, and supporting academic success at home.</li> <li>5. Education on Education: Providing parents with information about educational systems, policies, and resources empowers them to navigate and advocate within the school system.</li> <li>6. Community Connections: Building connections with community organizations and resources can provide additional support and networking opportunities for parents and families.</li> </ol>	<p>Local Indicator:</p> <ul style="list-style-type: none"> <li>• California School Parent Survey (CSPS)</li> <li>• Evaluations/Feed back</li> </ul> <p>CA Dashboard: Chronic Absenteeism: Grades 7-8 Suspension Rates</p>

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	<p>Suspension Rate: Data Quest (22-23): English Learners: 8.2% Foster Youth: 15.9% SED: 9.6%</p> <p><b>Scope:</b> LEA-wide</p>	<p>While Action 4.2 primarily targets unduplicated pupil groups, such as English learners and foster youth, the interventions and supports offered benefit all students. Language support ensures that all parents, regardless of their native language, can fully participate in workshops and training sessions, fostering inclusivity and engagement. Access to resources, including transportation and childcare assistance, ensures that all families can attend sessions, promoting equal access to valuable information and support. Cultural sensitivity training ensures that all parents feel welcome and respected, enhancing their willingness to engage with the school community. Parenting skills workshops benefit parents from all backgrounds, empowering them to support their children's academic success at home. Education on education empowers all parents to navigate complex educational systems and advocate effectively for their children. Finally, building community connections provides additional resources and support networks for all families, fostering a collaborative environment that benefits everyone.</p>	
<p><b>4.3</b></p>	<p><b>Action:</b> Community Collaborations: Enhancing School-Community Partnerships</p> <p><b>Need:</b> Our English learners, low income, and foster youth, face additional challenges in achieving academic success. These students often require targeted support to overcome barriers related to family dynamics, access to healthcare, transportation limitations, and</p>	<p>Action 4.3: To address our unduplicated pupils performing below standards, experiencing chronic absenteeism, and behavioral issues would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Parent Education Workshops: Collaborate with community partners to host workshops on topics relevant to parents, such as navigating the education system, accessing financial aid, and promoting positive family dynamics.</li> <li>2. Health and Wellness Programs: Work with healthcare providers, mental health agencies, and</li> </ol>	<p>Local Indicator:</p> <ul style="list-style-type: none"> <li>• California School Parent Survey (CSPS)</li> <li>• Evaluations/Feed back</li> </ul> <p>CA Dashboard: Chronic Absenteeism: Grades 7-8</p>

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	<p>cultural differences. By providing parent education workshops, health and wellness programs, parent resource centers, cultural events, and transportation services, we aim to create a more equitable and inclusive learning environment for all students.</p> <p>The Local Indicators:</p> <ul style="list-style-type: none"> <li>• -California School Parent Survey (CSPS)</li> <li>• Key Indicators Included: % reflects the number of parents that feel these are major concerns:</li> <li>• Substance Abuse: 42%</li> <li>• Social, Emotional Health: 54%</li> <li>• School Climate: 64%</li> <li>• School Safety &amp; Cyberbullying: 72%</li> <li>• Evaluations/Feedback</li> </ul> <p>Chronic Absenteeism Rate: CA Dashboard (22-23): (Grades 7-8 PMS) English Learner: 44% SED: 48.4%</p> <p>Suspension Rate: Data Quest (22-23): English Learners: 8.2% Foster Youth: 15.9% SED: 9.6%</p> <p><b>Scope:</b> LEA-wide</p>	<p>fitness centers to promote student well-being through initiatives such as health screenings, counseling services, and physical activity programs.</p> <p>3. Parent Resource Centers: Establish resource centers within schools or in collaboration with community organizations, offering parents access to educational materials, workshops, and referrals to support services.</p> <p>4. Cultural Events and Celebrations: Partner with cultural organizations or community groups to organize events celebrating diversity and fostering cultural awareness among students and families.</p> <p>5. Transportation Services: Coordinate with transportation companies or local authorities to provide transportation assistance for students who face challenges in accessing school due to distance or lack of transportation options.</p> <p>While the identified need for Action 4.3 is focused on unduplicated pupil groups, specifically English learners and foster youth, the rationale for providing these interventions and supports to all students promotes equity and inclusivity. Parent education workshops, health programs, resource centers, cultural events, and transportation services benefit all students, fostering a supportive and enriching educational environment. These initiatives not only address the needs of unduplicated pupil groups but also ensure that all students have access to resources and opportunities that contribute to their overall well-being and academic success. By providing a comprehensive range of support services, schools can create a more inclusive and supportive</p>	<p>Suspension Rates</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
		community where every student has the opportunity to thrive.	
4.4	<p><b>Action:</b> Enhancing Community Engagement: Fostering Effective Two-Way Communication</p> <p><b>Need:</b> The need for Action 4.4 arises from the recognition that unduplicated pupil groups, including English learners, low income, and foster youth, face unique challenges that can hinder their academic success. Language barriers, financial constraints, lack of parental guidance, cultural differences, and limited access to community resources are among the factors that may contribute to their underperformance.</p> <p>The Local Indicators:</p> <ul style="list-style-type: none"> <li>• -California School Parent Survey (CSPS)</li> <li>• Key Indicators Included: % reflects the number of parents that feel these are major concerns:</li> <li>• Substance Abuse: 42%</li> <li>• Social, Emotional Health: 54%</li> <li>• School Climate: 64%</li> <li>• School Safety &amp; Cyberbullying: 72%</li> <li>• Evaluations/Feedback</li> </ul> <p>Chronic Absenteeism Rate: CA Dashboard (22-23): (Grades 7-8 PMS) English Learner: 44% SED: 48.4%</p>	<p>Action 4.4: To address our unduplicated pupils performing below standards, experiencing chronic absenteeism, and behavioral issues would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Language Support: Providing translation and interpretation services to English learners' parents to facilitate their engagement in school communications and activities.</li> <li>2. Access to Resources: Offering assistance to low-income families in accessing transportation or childcare services to enable their participation in school events and workshops.</li> <li>3. Foster Youth Support: Providing specialized training and guidance to foster youth parents on navigating educational systems and advocating for their children's needs.</li> <li>4. Cultural Sensitivity Training: Conducting workshops or training sessions to raise awareness and promote cultural sensitivity among school staff and community members, ensuring that all families feel welcomed and included.</li> <li>5. Parenting Skills Workshops: Offering workshops on effective parenting strategies, communication techniques, and supporting academic success at home for parents from diverse backgrounds.</li> <li>6. Education on Education: Providing information sessions or resources to parents about educational systems, policies, and available resources, empowering them to navigate and advocate within the school system.</li> <li>7. Community Connections: Facilitating connections with community organizations and resources to provide additional support and</li> </ol>	<p>Local Indicator:</p> <ul style="list-style-type: none"> <li>• California School Parent Survey (CSPS)</li> <li>• Evaluations/Feed back</li> </ul> <p>CA Dashboard: Chronic Absenteeism: Grades 7-8 Suspension Rates</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
	Suspension Rate: Data Quest (22-23): English Learners: 8.2% Foster Youth: 15.9% SED: 9.6%  <b>Scope:</b> LEA-wide	<p>networking opportunities for parents and families, fostering collaboration between schools and the community.</p> <p>While the identified need for Action 4.4 is focused on unduplicated pupil groups, specifically English learners and foster youth, the rationale for providing these interventions and supports to all students is crucial for promoting equity and inclusivity within the school community. Language support, access to resources, foster youth support, cultural sensitivity training, parenting skills workshops, education on education, and community connections benefit all students by creating a more supportive and enriching educational environment.</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
<b>1.3</b>	<b>Action:</b> English Learner Supplemental Services  <b>Need:</b> 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	Unduplicated pupils performing below standard include: <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> <li>• Chronic Absenteeism: English Learners (+.05)</li> <li>• ELPI: 45.9%</li> <li>• Reclassification Rate: 18.2%</li> </ul>	CAASPP: English Learner Progress Indicator (ELPI) English Learner Proficiency for California (ELPAC) Academic Indicator (Gr. 5-8,11) for EL: ELA/math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>tools, input from our Educational Partners, and other information, the Perris Union High School District has identified the following areas of need and focus:</p> <p>The CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:</p> <ul style="list-style-type: none"> <li>• Math: SED (-149.7), EL(-188.1), SWD (-217.7), Hispanic (-149.2), and white (-120).</li> <li>• College &amp; Career Indicator (CCI): SWD (Very Low:5.3% prepared)</li> <li>• Chronic Absenteeism: SED (+2.7), EL (+.05), Homeless (+.01), SWD (+.9), African American (+7.6), and Hispanic (+1.1)</li> </ul> <p>Unduplicated pupils performing below standard include:</p> <ul style="list-style-type: none"> <li>• Math: English Learners (-188.1)</li> <li>• ELA: English Learners (-112.1), Foster Youth (-115.0)</li> <li>• Chronic Absenteeism: English Learners (+.05)</li> <li>• ELPI: 45.9%</li> <li>• Reclassification Rate: 18.2%</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Action 1.3: To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ol style="list-style-type: none"> <li>1. Supplemental Monitoring and Interventions for English Learners: <ul style="list-style-type: none"> <li>• Provide professional development for teachers and EL teacher leads using the Ellevation platform to support English learners.</li> <li>• Analyze student achievement data to identify learning gaps and essential standards, implementing strategies from the Ellevation Platform to enhance student performance.</li> </ul> </li> <li>2. Structured English Immersion Program (SEI): <ul style="list-style-type: none"> <li>• Offer a Structured English Immersion Program for English learners, with classroom instruction predominantly in English.</li> <li>• Adapt curriculum and presentations to cater to the needs of English learners, facilitating their understanding and participation in the learning process.</li> </ul> </li> <li>3. Class Size Reduction and Targeted Support: <ul style="list-style-type: none"> <li>• Implement class size reduction strategies focusing on Newcomers and EL I, II, III students to provide more personalized and targeted support.</li> <li>• Create opportunities for teachers to offer tailored instruction and assistance to English learners based on their individual needs and proficiency levels.</li> </ul> </li> </ol> <p>While the identified need for Action 1.3 is focused on unduplicated pupil groups, specifically English</p>	<p>Local Indicator: Ellevation Renaissance ELA/math</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>learners, the rationale for providing these interventions and supports to all students lies in the principles of educational equity and inclusive practices. By implementing supplemental monitoring and interventions for English learners, offering a Structured English Immersion Program (SEI), and implementing class size reduction strategies, we aim to address the unique needs of this student population and improve their academic outcomes. However, these interventions are not exclusive to English learners; they encompass practices and approaches that benefit all students.</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 PUHSD sites have an enrollment of unduplicated student groups greater than 55%

\* Unduplicated = Foster, Homeless, English Learner and Free & Reduced Lunch

PUHSD will use the concentration grant add-on funding to maintain and increase direct services for unduplicated student groups that include:

Goal #1:

Action 1.1: Math and Reading Intervention sections

Action 1.3: CSR for ELs



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

# 2024-25 Total 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	\$121,069,064	32,849,670	27.133%	0.000%	27.133%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,849,670.00	\$921,394.00	\$0.00	\$470,810.00	\$34,241,874.00	\$24,668,078.00	\$9,573,796.00

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, 2024 to June 30, 2025	\$1,968,410.00	\$2,187,250.00	\$4,005,660.00	\$0.00	\$0.00	\$150,000.00	\$4,155,660.00	
1	1.2	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2025	\$0.00	\$2,500,855.00	\$2,460,855.00	\$0.00	\$0.00	\$40,000.00	\$2,500,855.00	
1	1.3	English Learner Supplemental Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 to June 30, 2025	\$1,157,694.00	\$102,634.00	\$1,260,328.00	\$0.00	\$0.00	\$0.00	\$1,260,328.00	
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, 2024 to June 30, 2025	\$6,788,363.00	\$0.00	\$6,788,363.00	\$0.00	\$0.00	\$0.00	\$6,788,363.00	
2	2.2	CTE Pathways	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 to June 30, 2025	\$1,374,417.00	\$3,158,641.00	\$4,533,058.00	\$0.00	\$0.00	\$0.00	\$4,533,058.00	
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, 2024 to June 30, 2025	\$2,678,909.00	\$199,244.00	\$2,878,153.00	\$0.00	\$0.00	\$0.00	\$2,878,153.00	
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, 2024 to June 30, 2025	\$3,888,650.00	\$244,605.00	\$3,852,445.00	\$0.00	\$0.00	\$280,810.00	\$4,133,255.00	
3	3.2	Attendance Matters: The Key to Academic	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 to	\$467,302.00	\$0.00	\$467,302.00	\$0.00	\$0.00	\$0.00	\$467,302.00	

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
		Achievement and Wellbeing	Low Income			Low Income		June 30, 2025								
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, 2024 to June 30, 2025	\$0.00	\$787,121.00	\$787,121.00	\$0.00	\$0.00	\$0.00	\$787,121.00	
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, 2024 to June 30, 2025	\$4,865,275.00	\$0.00	\$4,865,275.00	\$0.00	\$0.00	\$0.00	\$4,865,275.00	
4	4.1	Enhancing Communication and Engagement to Support Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2025	\$29,193.00	\$0.00	\$29,193.00	\$0.00	\$0.00	\$0.00	\$29,193.00	
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, 2024 to June 30, 2025	\$0.00	\$239,238.00	\$239,238.00	\$0.00	\$0.00	\$0.00	\$239,238.00	
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2025	\$528,471.00	\$0.00	\$528,471.00	\$0.00	\$0.00	\$0.00	\$528,471.00	
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, 2024 to June 30, 2025	\$0.00	\$154,208.00	\$154,208.00	\$0.00	\$0.00	\$0.00	\$154,208.00	
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, 2024 to June 30, 2025	\$386,881.00	\$0.00		\$386,881.00			\$386,881.00	
5	5.2	Comprehensive Support Services	All	No			All Schools Specific	July 1, 2024 to	\$185,664.00	\$0.00		\$185,664.00			\$185,664.00	

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	
							Schools: Perris Lake High School Scholar+  Perris Lake High School: grades 10-12 Scholar+: grades 7-12	June 30, 2025									
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, 2024 to June 30, 2025	\$348,849.00	\$0.00		\$348,849.00			\$348,849.00		

# 2024-25 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
\$121,069,064	32,849,670	27.133%	0.000%	27.133%	\$32,849,670.00	0.000%	27.133 %	<b>Total:</b>	\$32,849,670.00
								<b>LEA-wide Total:</b>	\$31,589,342.00
								<b>Limited Total:</b>	\$1,260,328.00
								<b>Schoolwide Total:</b>	\$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	\$4,005,660.00	
1	1.2	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,460,855.00	
1	1.3	English Learner Supplemental Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,260,328.00	
2	2.1	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,788,363.00	
2	2.2	CTE Pathways	Yes	LEA-wide	Low Income	All Schools	\$4,533,058.00	
2	2.3	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,878,153.00	
3	3.1	Enhancing Student Support and Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,852,445.00	

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 (%)
					Low Income			
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,302.00	
3	3.3	Securing School Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$787,121.00	
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,865,275.00	
4	4.1	Enhancing Communication and Engagement to Support Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,193.00	
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$239,238.00	
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$528,471.00	
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,208.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$30,175,553.00	\$30,109,457.00

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 Across the Curriculum and Enhancement of the Core Curriculum.	Yes	\$1,856,493.00	\$2,059,446.00
1	1.2	Targeted Support Services	Yes	\$1,308,558.00	\$1,352,758.00
1	1.3	Instructional Technology	Yes	\$2,111,394.00	\$2,111,394.00
1	1.4	English Learner Supplemental Services	Yes	\$1,976,042.00	\$1,652,507.00
2	2.1	Student Support and Interventions	Yes	\$8,671,407.00	\$8,572,884.00
2	2.2	CTE Pathways	Yes	\$5,024,885.00	\$5,150,311.00
2	2.3	Comprehensive Counseling Programs	Yes	\$1,726,030.00	\$1,930,590.00
2	2.4	College and Career Readiness	Yes	\$1,455,243.00	\$1,311,868.00
3	3.1	Universal Support Services	Yes	\$1,755,394.00	\$1,698,023.00
3	3.2	Targeted and Intensive Support Services	Yes	\$2,007,009.00	\$2,165,500.00
3	3.3	Student Engagement and Participation	Yes	\$715,406.00	\$766,545.00

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)
3	3.4	Safety and Security	Yes	\$124,660.00	\$137,373.00
3	3.5	Wellness Centers	No	\$0.00	\$0.00
4	4.1	Parent-Teacher Communications	Yes	\$28,731.00	\$12,729.00
4	4.2	Parent Leadership	Yes	\$288,310.00	\$272,915.00
4	4.3	Community Engagement and Outreach	Yes	\$624,505.00	\$623,478.00
4	4.4	Effective Two-Way Communication	Yes	\$205,486.00	\$237,910.00
5	5.1	Targeted and Intensive Support Services	No	\$148,000.00	\$24,052.00
5	5.2	Universal Supports	No	\$148,000.00	\$29,174.00



# 2023-24 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)
\$29,356,197.00	\$29,879,553.00	\$30,056,231.00	(\$176,678.00)	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 Across the Curriculum and Enhancement of the Core Curriculum.	Yes	\$1,856,493.00	\$2,059,446.00		
1	1.2	Targeted Support Services	Yes	\$1,308,558.00	\$1,352,758.00		
1	1.3	Instructional Technology	Yes	\$2,111,394.00	\$2,111,394.00		
1	1.4	English Learner Supplemental Services	Yes	\$1,976,042.00	\$1,652,507.00		
2	2.1	Student Support and Interventions	Yes	\$8,671,407.00	\$8,572,884.00		
2	2.2	CTE Pathways	Yes	\$5,024,885.00	\$5,150,311.00		
2	2.3	Comprehensive Counseling Programs	Yes	\$1,726,030.00	\$1,930,590.00		
2	2.4	College and Career Readiness	Yes	\$1,455,243.00	\$1,311,868.00		
3	3.1	Universal Support Services	Yes	\$1,755,394.00	\$1,698,023.00		
3	3.2	Targeted and Intensive Support Services	Yes	\$2,007,009.00	\$2,165,500.00		
3	3.3	Student Engagement and Participation	Yes	\$715,406.00	\$766,545.00		
3	3.4	Safety and Security	Yes	\$124,660.00	\$137,373.00		
4	4.1	Parent-Teacher Communications	Yes	\$28,731.00	\$12,729.00		

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	4.2	Parent Leadership	Yes	\$288,310.00	\$272,915.00		
4	4.3	Community Engagement and Outreach	Yes	\$624,505.00	\$623,478.00		
4	4.4	Effective Two-Way Communication	Yes	\$205,486.00	\$237,910.00		

# 2023-24 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)
\$118,718,822	\$29,356,197.00	0.000%	24.728%	\$30,056,231.00	0.000%	25.317%	\$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](mailto: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.

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.

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.
- 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.

### 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

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

Complete the table as follows:

#### Metric #

- 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- 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 of 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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