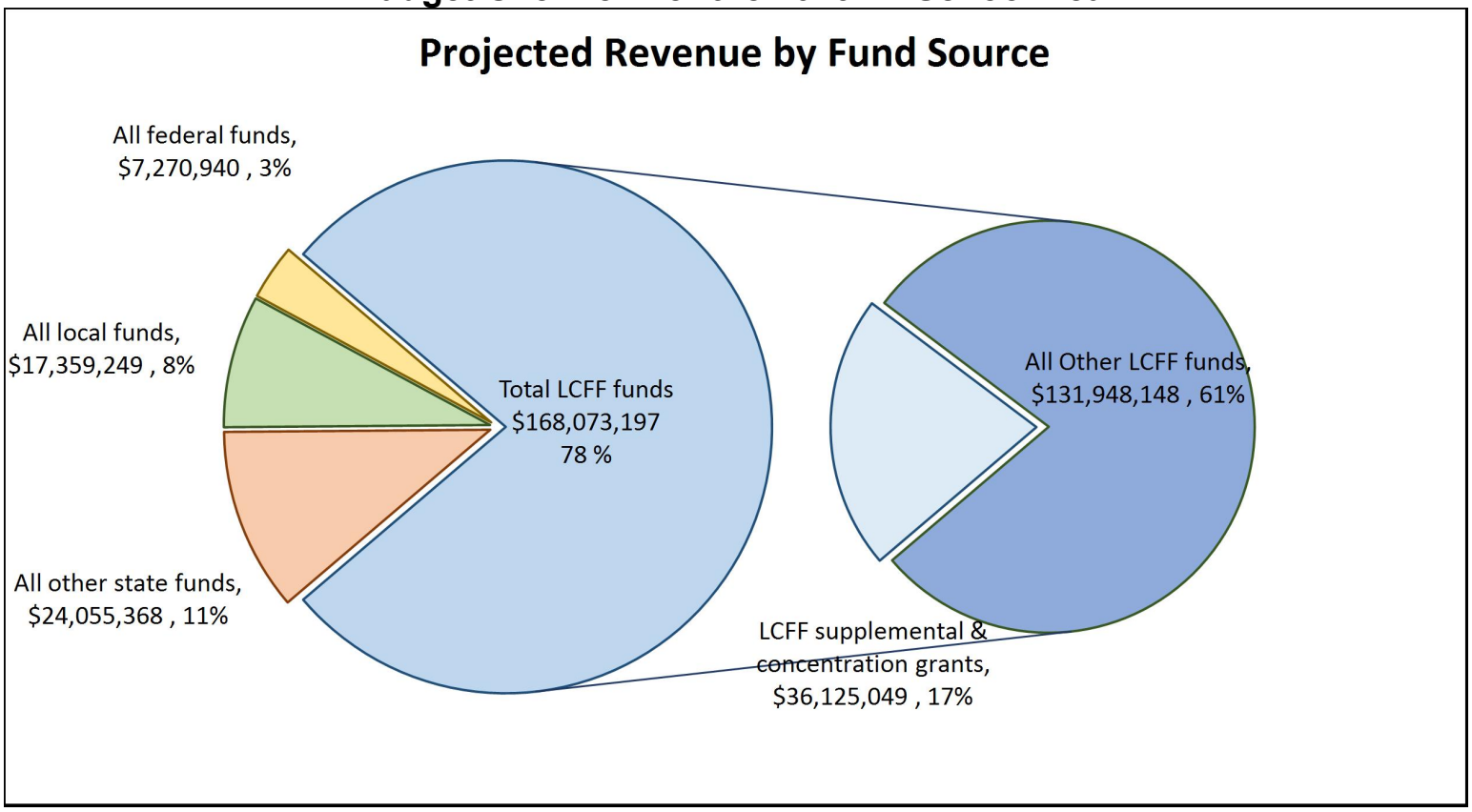
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Union High School District
CDS Code: 33 67207 0000000
School Year: 2026-27
LEA contact information:
Dr. Shanna M. Egans
Assistant Superintendent, Educational Services
shanna.egans@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 2026-27 School Year

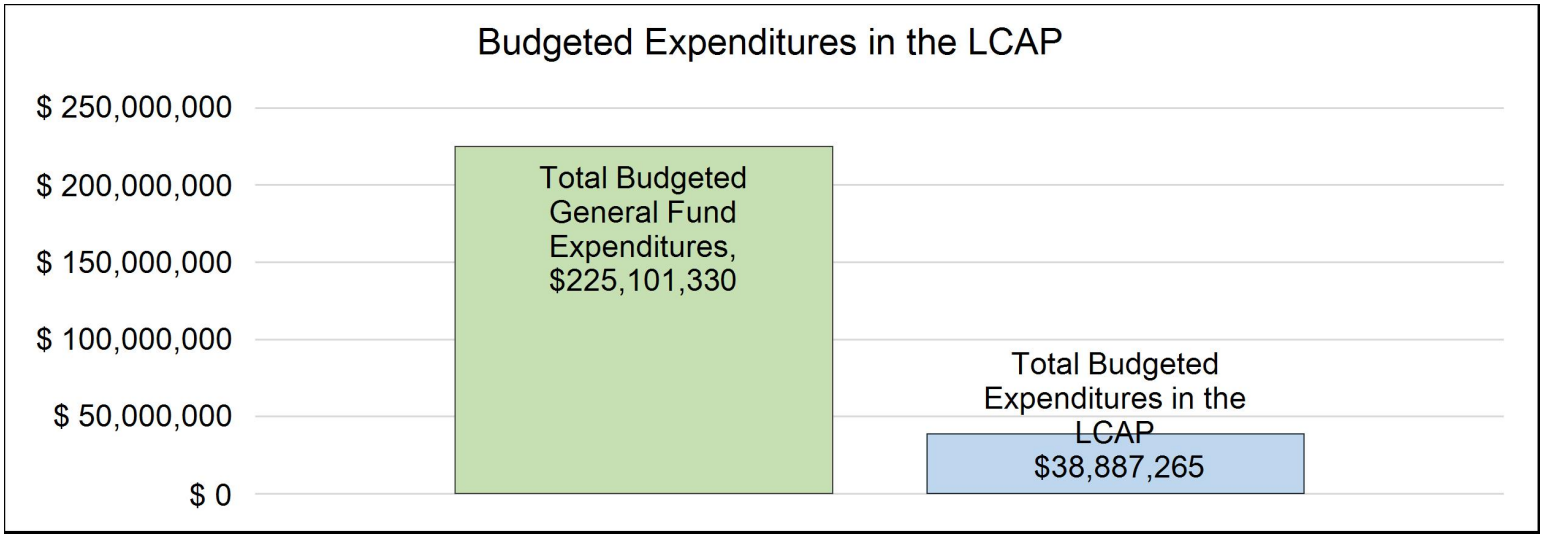


This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Union High School District is $216,758,754, of which $168,073,197 is Local Control Funding Formula (LCFF), $24,055,368 is other state funds, $17,359,249 is local funds, and $7,270,940 is federal funds. Of the $168,073,197 in LCFF Funds, $36,125,049 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 2026-27. 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 $225,101,330 for the 2026-27 school year. Of that amount, $38,887,265 is tied to actions/services in the LCAP and $186,214,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

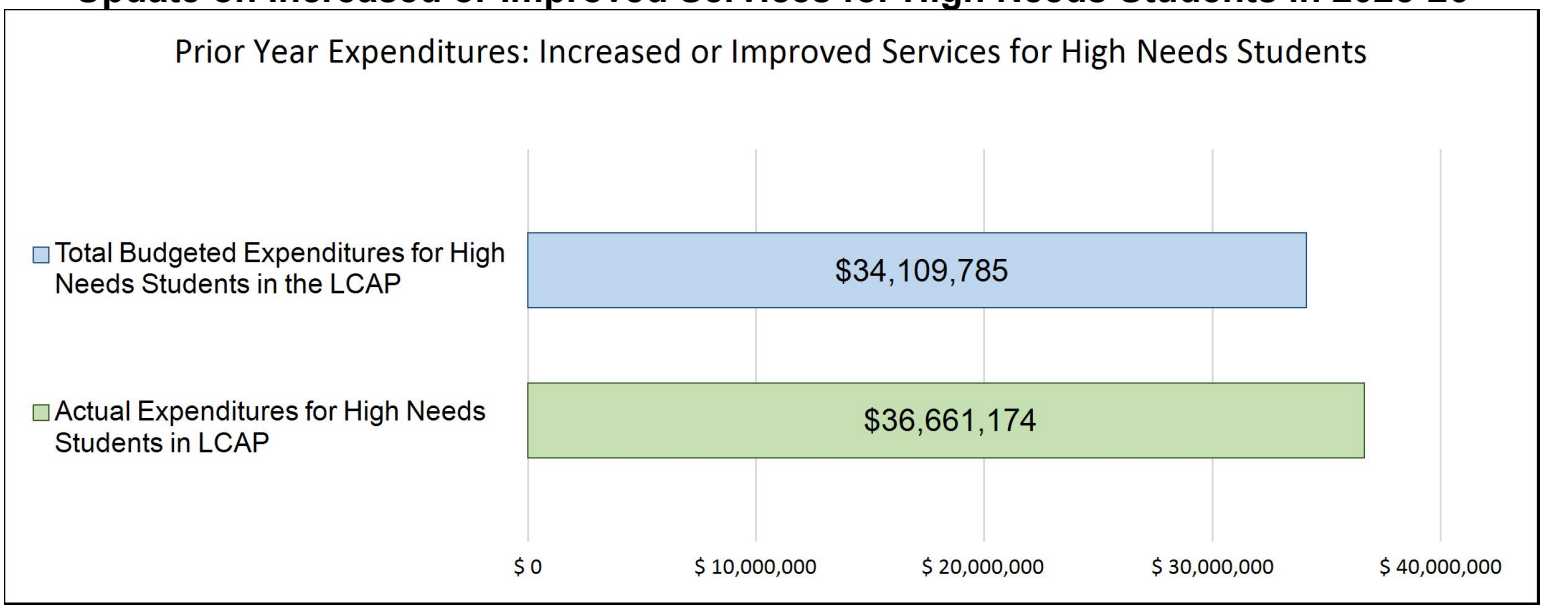
General operating cost that are not included in the LCAP: contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other materials/supplies necessary to operate the school district. Also includes: $28,038,915 of the Special Education Contributions and $6,427,795 Maintenance Contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Perris Union High School District is projecting it will receive $36,125,049 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 $36,125,049 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 2025-26



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 2025-26, Perris Union High School District's LCAP budgeted $34,109,785 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent $36,661,174 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Perris Union High School District (PUHSD) serves a diverse community of approximately 10,801 students across 10 campuses: four comprehensive high schools (Perris High School, Paloma Valley High School, Heritage High School, and Liberty High School), one middle school (Pinacate Middle School), one charter school (California Military Institute), and four Educational Options programs (Perris Lake High School – Continuation, Inland Online Academy, Pathways for Adult Life Skills (PALS), and Perris Community Adult School). Located across the cities of Perris and Menifee in Riverside County, PUHSD is committed to preparing all students for post-secondary education, career opportunities, and global citizenship by providing rigorous and supportive learning experiences within a CARING environment.

Student Need Groups:

Socioeconomically Disadvantaged: 8,022 students (74.3%)
Students with Disabilities: 1,806 students (16.7%)
English Learners: 1,502 students (13.9%)
Homeless: 284 students (2.6%)
Foster Youth: 81 students (0.7%)

Race/Ethnicity:

Hispanic: 7,397 students (68.5%)

White: 1,487 students (13.8%)
African American: 705 students (6.5%)
Two or More Races: 531 students (4.9%)
Filipino: 345 students (3.2%)
Asian: 179 students (1.7%)
Pacific Islander: 32 students (0.3%)
American Indian: 25 students (0.2%)

Local Indicators — All Standards Met:

Basics: Teachers, Instructional Materials, Facilities
Implementation of Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to a Broad Course of Study

PUHSD's Vision is to be a CARING, diverse, and supportive learning environment in which all are committed to working in relationships that foster innovative and creative learning opportunities. The District's Mission is to create high-quality, relevant learning opportunities for all students in a safe and CARING environment — developing a high-quality, CARING staff dedicated to learning, connecting students to their education and potential goals, and fostering a growth mindset through collaboration, creativity, communication, and critical thinking.

The District's work is guided by the Superintendent's Five Pillars — District Priorities, which serve as the cornerstone for all processes and practices across schools, departments, and the District, always keeping the best interest of students at the forefront:

Pillar 1: Teaching and Learning — Make sure all students are college and career ready by ensuring equitable access to rigorous, engaging, innovative, and creative learning experiences.
Pillar 2: Systems of Support — Develop and implement process and systems of support for all students and staff, fostering academic, social, and emotional equitable experiences.
Pillar 3: Management and Fiscal Responsibility — Uphold integrity, honesty, and transparency in all fiscal decisions, ensuring resources are allocated equitably across the District.
Pillar 4: Community Engagement — Develop trusting relationships based on mutual respect and understanding with all educational partners, including students, families, staff, and the broader community.
Pillar 5: Leadership Organizational Unity — Foster leadership and individual capacity through strong, unified leadership focused on common goals and high expectations for students and staff.

The LCAP shapes and operationalizes the PUHSD vision by ensuring all decisions and investments are guided by four core questions: Is it what is best for kids? Is it aligned to our District's priorities? Is it compliant with state requirements? Are we fostering public trust?
As PUHSD enters Year 3 of the three-year LCAP cycle, the District continues to align its strategic investments to four overarching goals:

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

2025 California School Dashboard Highlights:

Graduation Rate
PUHSD maintained a strong graduation rate of 93.2%, earning a Yellow indicator. Notable subgroup performers include African American (96.6%, Blue), Filipino (100.0%, Blue), Asian (95.7%, Blue), and Two or More Races (98.5%, Blue). Areas requiring continued focus include English Learners (83.4%, Orange) and Long-Term English Learners (86.2%, Orange).

College and Career Indicator (CCI)
PUHSD achieved a significant milestone, with 45.8% of students reaching the Prepared level — a 7.4% increase — earning a Green indicator. This represents meaningful growth from 34.4% in 2024. Strong subgroup performers include Filipino (86.7%, Blue), Asian (73.9%, Blue), and Hispanic (43.4%, Green). Subgroups requiring continued support include Students with Disabilities (11.8%, Yellow), Foster Youth (15.6%, Yellow), Long-Term English Learners (19.1%, Yellow), and English Learners (21.2%, Yellow).

English Learner Progress (ELPI)
PUHSD earned a Green indicator with 47.6% of English Learners making progress toward English language proficiency, a 6.9% increase from 40.6% in the prior year. Long-Term English Learners also achieved Green at 50.4%, an 8.8% increase. This reflects a significant improvement from the Orange indicator in the prior year.

Chronic Absenteeism
The chronic absenteeism rate declined to 37.4% (Yellow), a 4.4 point improvement from 41.8% in 2024 and continuing a downward trend from the peak of 47.8% in 2023. Despite this progress, chronic absenteeism remains a priority area, particularly for African American students (56.4%, Red) and Students with Disabilities (47.4%, Red).

Suspension Rate
PUHSD maintained a Green indicator with a suspension rate of 2.8%, declining 0.7% from 3.4% in 2024 and representing a dramatic improvement from 7.3% in 2022. Most student groups achieved Green or Blue performance levels. Foster Youth (9.9%, Red) remains an area requiring targeted support.

English Language Arts (ELA)
All students scored 29.2 points below standard, improving 2.1 points from 31.3 in 2024 but moving to an Orange indicator. While the district continues to close the gap from the 2022 peak of 45.5 points below standard, ELA performance remains an area of significant focus. Student groups at Red include Foster Youth (–129.7), Homeless (–81.7), and Students with Disabilities (–126.4).

Mathematics
All students scored 120.7 points below standard, maintaining an Orange indicator but reflecting continued improvement from 126.2 in 2024 and 138.2 in 2023. Student groups at Red include African American (–147.0), Foster Youth (–219.5), Homeless (–153.7), and Students with Disabilities (–203.8).

Science
PUHSD earned a Green indicator in Science with a score of 47.1 points, an increase of 2.9 points from the prior year. The District's Green status reflects its positive change over time, while the state remains at Yellow. Areas of continued need include Foster Youth (29.3, Red), Long-Term English Learners (30.6, Red), and Students with Disabilities (32.7, Red).

Academic Growth
ELA Growth is rated Moderate, with 61.5% of students improving their score from the prior year. Mathematics Growth is rated Minimal, with 49.7% of students improving. Both indicators reflect the need for continued investment in instructional quality and targeted intervention, particularly in mathematics.

DIFFERENTIATED ASSISTANCE STATUS

Based on the 2025 California School Dashboard, Perris Union High School District (PUHSD) has been identified for Differentiated Assistance (DA) under California's System of Support for the following student groups:

Students with Disabilities (SWD)
— DA Year 1: SWD students performed at the Red level in English Language Arts (–126.4 points below standard), Mathematics (–203.8 points below standard), and Chronic Absenteeism (47.4%), meeting the threshold for DA eligibility across multiple state priority areas.

Foster Youth
— DA Year 1: Foster Youth students performed at the Red level in English Language Arts (–129.7 points below standard), Mathematics (–219.5 points below standard), and Suspension Rate (9.9%), meeting the threshold for DA eligibility across multiple state priority areas.

Homeless (McKinney Vento) Students
— DA Year 2: Homeless students continued to perform at the Red level in English Language Arts (–81.7 points below standard), Mathematics (–153.7 points below standard), and Chronic Absenteeism (50%), resulting in continued DA eligibility.

LTEL
— DA Year 2: Long-Term English Learners performed at the lowest performance levels in English Language Arts, Mathematics, and on the College & Career Indicator (CCI), resulting in continued DA eligibility.

In response, PUHSD is collaborating with the Riverside County Office of Education (RCOE) to implement evidence-based strategies aimed

at addressing systemic inequities, accelerating student achievement, and supporting the whole child for each identified student group.

EQUITY MULTIPLIER

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

- Perris Lake High School (Continuation)
- Inland Online Academy (Formerly Scholar+ Online School)

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

Reflections: Annual Performance

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

Perris Union High School District (PUHSD) continues to make meaningful progress toward its Local Control and Accountability Plan (LCAP) goals, as reflected in the 2025 California School Dashboard. The District's commitment to equity, access, and continuous improvement is evident across multiple indicators, while persistent challenges in academic achievement and attendance underscore the need for sustained, targeted investment in 2026-27.

Key Successes:

1. College and Career Readiness — Significant Growth
PUHSD achieved one of its most notable milestones in recent years, with 45.8% of students reaching the Prepared level on the College and Career Indicator (CCI) — a 7.4% increase earning a Green indicator. This represents a 15-point gain since 2019 and reflects the cumulative impact of investments in CTE pathways, dual enrollment, AVID, and college and career counseling supports. Strong gains were seen among Hispanic students (+8.9%, Green), Homeless students (+9.9%, Yellow), and Long-Term English Learners (+9.3%, Yellow), demonstrating that targeted supports are reaching historically underserved groups.

2. English Learner Progress
PUHSD's English Learner Progress Indicator improved significantly, earning a Green indicator with 47.6% of English Learners making progress toward English language proficiency — a 6.9% increase from the prior year. Long-Term English Learners achieved Green at 50.4%, an 8.8% increase. This reflects the impact of expanded designated and integrated ELD instruction, Ellevation case management, and targeted counseling supports for LTELs. Notably, 47.5% of EL students progressed at least one ELPI level in 2025, up from 39.7% in 2024.

3. Continued Reduction in Suspension Rates
PUHSD maintained its Green indicator on suspension rates, declining further to 2.8% — down from a high of 7.3% in 2022. This sustained improvement reflects the District's long-term commitment to restorative practices, Positive Behavioral Interventions and Supports (PBIS), Alternatives to Suspension (ATS) programs, and student wellness supports. The majority of student groups achieved Green or Blue performance levels, demonstrating broad, systemic impact across the District.

4. Chronic Absenteeism — Continued Improvement
The chronic absenteeism rate declined to 37.4% (Yellow), a 4.4 point improvement from 41.8% in 2024 and a continued downward trend from the post-pandemic peak of 47.8% in 2023. This progress reflects the District's multi-tiered attendance intervention system, the Coordinator of Attendance role, site-based Attendance Specialists, and Community Liaison outreach efforts. Improvements were seen across multiple subgroups, including English Learners (–6.6 points), Long-Term English Learners (–5.3 points), and Homeless students (–7.9 points).

5. Science Achievement
PUHSD earned a Green indicator in Science with a score of 47.1 points, compared to the state's Yellow indicator. While the District's score remains below the statewide average of 52.6 points, its Green status reflects positive growth over time. This progress reflects the District's successful implementation of Next Generation Science Standards and investment in science instruction across all comprehensive high schools.

Persistent Challenges:

1. Mathematics Achievement
Mathematics remains the District's most significant area of need. Students scored 120.7 points below standard (Orange indicator), and while this reflects improvement from 126.2 in 2024 and 138.2 in 2023 , the gap remains wide. Four student groups remain at Red: African American (–147.0), Foster Youth (–219.5), Homeless (–153.7), and Students with Disabilities (–203.8). Mathematics Growth is rated Minimal districtwide, with only 49.7% of students improving their score from the prior year. Continued investment in Tier 1 instructional quality, math Communities of Practice, and targeted intervention systems is essential in 2026-27.

2. English Language Arts Achievement
ELA performance remains at Orange, with all students scoring 29.2 points below standard. While the District has made steady progress from the 2022 peak of 45.5 points below standard, significant gaps remain for key subgroups. Foster Youth (–129.7, Red), Homeless (–81.7, Red), and Students with Disabilities (–126.4, Red) continue to require intensive, targeted support. Current English Learners score 94.8 points below standard, underscoring the need for continued investment in language acquisition and integrated ELD.

3. Graduation Rate
The overall graduation rate declined slightly to 93.2% (Yellow), down from 94.2% in 2024. While the District remains well above the state average of 87.8%, the decline signals the need for vigilance in credit recovery, re-engagement, and early intervention supports. English

Learners (83.4%, Orange) and Long-Term English Learners (86.2%, Orange) continue to graduate at rates below the district average, requiring continued focus on individualized academic recovery plans and post-secondary planning.

4. Chronic Absenteeism — Ongoing Priority
Despite meaningful improvement, chronic absenteeism at 37.4% remains more than double the state average of 17.1%. African American students (56.4%, Red) and Students with Disabilities (47.4%, Red) face the highest rates of chronic absenteeism and require intensified, targeted re-engagement strategies. Homeless students, while showing a 7.9-point decline, remain at 50.0% (Orange). Addressing chronic absenteeism continues to be a critical prerequisite to improving academic outcomes across all goals.

5. Equity Gaps for Specific Student Groups
Dashboard data reveal persistent equity gaps that require continued focused attention in 2026-27, particularly for Students with Disabilities, Foster Youth, Homeless students, and Long-Term English Learners across multiple indicators including academic achievement, graduation, and chronic absenteeism. The District's Differentiated Assistance identification for Students with Disabilities (ELA, Math, and Chronic Absenteeism), Foster Youth (ELA, Math, and Suspension), Homeless students (ELA, Math, and Chronic Absenteeism), and Long-Term English Learners (ELA, Math, and CCI) further underscores the urgency of sustained, targeted investment for these populations.

6. Teacher Credentialing
PUHSD recognizes that ensuring students have access to appropriately credentialed and highly qualified teachers is foundational to improving outcomes across all academic indicators. Although the 2025 TAMO outcome reported 73.4% of teaching assignments as appropriately assigned and fully credentialed, below the statewide average of 82.5%, district analysis identified that a contributing factor to the reported percentage was related to CALPADS course coding and data reporting alignment, rather than credentialing status alone.

In response, Human Resources and Curriculum and Instruction established a cross-departmental collaboration during 2025–26 to verify teacher credentials and ensure courses are submitted using accurate CALPADS course codes aligned to teacher authorizations. This work will continue in 2026–27 to strengthen reporting accuracy while continuing district efforts related to recruitment, retention, and professional development of credentialed staff.

Schools and Student Groups at the Lowest Performance Level
(2023 Dashboard — unchanged during the three-year LCAP cycle):

District Level — Red Performance Level:
Math: All Students, SED, EL, SWD, Hispanic, White
College and Career Indicator: SWD (Very Low)
Chronic Absenteeism: All Students, SED, EL, Homeless, SWD, African American, Hispanic

**Note that at Inland Online Academy has no dashboard indicators due to a low N-size.

These designations remain in effect for the duration of the three-year LCAP cycle and continue to be addressed through specific actions

within each applicable goal.
PUHSD remains steadfast in its commitment to equity, access, and continuous improvement. Through data-driven decision-making, meaningful stakeholder engagement, and strategic resource allocation guided by the Superintendent's Five Pillars, the District continues to close opportunity gaps, elevate student voice, strengthen wellness systems, and improve academic outcomes for all learners as it enters the final year of this three-year LCAP cycle.

SPECIFIC 2024-25 DATA FROM CA DASHBOARD:

DISTRICT-WIDE SUCCESSES
The 2025 California School Dashboard indicates several areas of significant academic and behavioral growth for Perris Union High School District:

College and Career Indicator: Increased by 7.4%, reaching 45.8% Prepared (Green).

Notable subgroup growth includes:
- Filipino students (+12.8%, Blue)
- Asian students (+3.2%, Blue)
- Hispanic students (+8.9%, Green)
- Socioeconomically Disadvantaged students (+6.7%, Green)
- White students (+7.2%, Green)
- Homeless students (+9.9%, Yellow)
- Long-Term English Learners (+9.3%, Yellow)
- English Learners (+9.8%, Yellow)
- Foster Youth (+5.1%, Yellow)
- Students with Disabilities (+2.3%, Yellow)

English Learner Progress: Increased by 6.9%, with 47.6% of English Learners making progress toward proficiency (Green). This reflects a significant rebound from the Orange indicator in 2024.

Key highlights include:
- Long-Term English Learners increased by 8.8% (Green, 50.4%)
- ELs progressing at least one ELPI level rose to 47.5%, up from 39.7% in 2024
- ELs who decreased at least one ELPI level dropped to 14.9%, down from 24.9% in 2024

Suspension Rate: Decreased by 0.7%, maintaining Green at 2.8% — continuing a multi-year downward trend from 7.3% in 2022.

Multiple subgroups improved or held strong, including:
- English Learners (–2.2%, Green)

- Long-Term English Learners (–2.4%, Green)
- Hispanic students (–0.9%, Green)
- Socioeconomically Disadvantaged students (–1.0%, Green)
- Asian students (–1.2%, Blue)
- Filipino students (-0.1%, Blue)

Chronic Absenteeism: Declined by 4.4 points to 37.4% (Yellow), continuing the downward trend from the peak of 47.8% in 2023.

Subgroups showing meaningful improvement include:
- Homeless students (–7.9 points, Orange)
- English Learners (–6.6 points, Yellow)
- Long-Term English Learners (–5.3 points, Yellow)
- Hispanic students (–4.6 points, Yellow)
- Socioeconomically Disadvantaged students (–4.2 points, Yellow)

English Language Arts: While overall performance was maintained at 29.2 points below standard (Orange).

Several subgroups showed meaningful gains:
- Two or More Races (+25.0 points, Green)
- English Learners (+17.3 points, Orange)
- Long-Term English Learners (+10.1 points, Orange)
- African American students (+9.1 points, Yellow)

Mathematics: Increased by 5.5 points overall to 120.7 points below standard (Orange), continuing a multi-year improvement trend from the 2023 peak of 138.2.

Subgroups showing improvement include:
- Two or More Races (+34.4 points, Yellow)
- Long-Term English Learners (+9.6 points, Orange)
- English Learners (+11.8 points, Orange)
- Hispanic students (+5.3 points, Orange)
- Socioeconomically Disadvantaged students (+4.6 points, Orange)
- Asian students (+4.7 points, Green)

Science: Increased by 2.9 points to 47.1 points above standard (Green), outperforming the state (Yellow).
Subgroups showing gains include:
- Two or More Races (+10.5 points, Blue)
- Asian students (+11.9 points, Blue)
- White students (+6.5 points, Blue)
- African American students (+7.6 points, Yellow)

- Socioeconomically Disadvantaged students (+2.1 points, Yellow)

ELA Growth: Rated Moderate districtwide, with 61.5% of students improving their ELA score from the prior year.
Moderate subgroup performers include:
- Homeless students (69.7%, Moderate)
- Students with Disabilities (67.7%, Moderate)
- Long-Term English Learners (66.8%, Moderate)
- English Learners (65.6%, Moderate)

DISTRICT-WIDE CHALLENGES

Despite meaningful gains across several indicators, the District continues to face significant challenges that impact overall student achievement and equity:
Mathematics Achievement: Despite overall improvement, students remain 120.7 points below standard (Orange), far exceeding the state average of 42.4 points below standard.

Subgroups in the Red zone include:
- Foster Youth (–219.5 points)
- Students with Disabilities (–203.8 points)
- African American students (–147.0 points)
- Homeless students (–153.7 points)

Mathematics Growth: Rated Minimal districtwide, with only 49.7% of students improving their score from the prior year.
Subgroups with minimal growth include:
- African American students (35.3%, Minimal)
- White students (33.3%, Minimal)
- Socioeconomically Disadvantaged students (49.7%, Minimal)
- Students with Disabilities (49.2%, Minimal)

English Language Arts Achievement: Students remain 29.2 points below standard (Orange), significantly behind the state average of 8.1 points below standard.
Subgroups in the Red zone include:
- Foster Youth (–129.7 points, declined 15.5 points)
- Students with Disabilities (–126.4 points, maintained 0.1 points)
- Homeless students (–81.7 points, declined 25.7 points)

Graduation Rate: Declined by 1.0% to 93.2% (Yellow), reversing the gains made in 2024.
Subgroups showing declines include:
- Long-Term English Learners (–4.3%, Orange)

- English Learners (–3.1%, Orange)
- Homeless students (–2.9%, Yellow)
- Hispanic students (–1.9%, Yellow)
- Socioeconomically Disadvantaged students (–1.0%, Yellow)

Chronic Absenteeism — Persistent Gaps: Despite overall improvement, chronic absenteeism remains more than double the state average of 17.1%.
Subgroups with the highest rates include:
- African American students (56.4%, Red — increased 6.4 points)
- Students with Disabilities (47.4%, Red — increased 0.5 points)
- Homeless students (50.0%, Orange - decline 7.9%)
- Long-Term English Learners (38.1%, Yellow - decline 5.3%)
- Socioeconomically Disadvantaged students (38.2%, Yellow - decline 4.2%)

Based on the 2025 California School Dashboard data, here is a disaggregated summary of student groups performing at the Red performance level at each school site within PUHSD

Paloma Valley High School
- English Language Arts: English Learners (Red)
- Mathematics: English Learners (Red)
- Suspension Rate: Foster Youth (Red)

Perris High School
- English Language Arts: Long-Term English Learners (Red)

Heritage High School
- English Language Arts: English Learners (Red), Long-Term English Learners (Red), Students with Disabilities (Red)
- Mathematics: Overall (Red), English Learners (Red), Hispanic (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red)
- Science: Long-Term English Learners (Red), Students with Disabilities (Red)

Liberty High School
- Mathematics: African American (Red), Students with Disabilities (Red)

Pinacate Middle School
- English Language Arts: African American (Red)
- Mathematics: African American (Red), Students with Disabilities (Red)
- Science: English Learners (Red), Long-Term English Learners (Red), Students with Disabilities (Red)

- Chronic Absenteeism: African American (Red)

Perris Lake High School (Continuation)
- College/Career: English Learners (Red), Long-Term English Learners (Red), Students with Disabilities (Red)

REFLECTIONS: IDENTIFIED NEEDS AND CHALLENGES

While the 2025 California School Dashboard reflects meaningful progress across several key indicators, the data also reveal persistent and urgent areas of need that will continue to guide PUHSD's strategic planning, resource allocation, and goal-setting in 2026-27.

1. Mathematics Achievement and Growth
Mathematics remains the District's most critical area of need. Despite a multi-year improvement trend, PUHSD students score 120.7 points below standard — nearly three times the state average of 42.4 points below standard. Mathematics growth is rated Minimal districtwide, with fewer than half of all students (49.7%) improving their score from the prior year. The depth of need is most acute for Foster Youth (–219.5, Red), Students with Disabilities (–203.8, Red), Homeless students (–153.7, Red), and African American students (–147.0, Red), all of whom remain significantly below standard with little to no upward momentum. The District recognizes that improving mathematics outcomes requires a sustained, multi-year investment in strengthening Tier 1 core instruction, expanding access to targeted intervention, deepening math-focused professional development, and building instructional coherence across grade levels and school sites. Without accelerated progress in mathematics, students — particularly those from historically underserved groups — will continue to face significant barriers to college and career readiness.

2. English Language Arts Achievement
ELA performance remains an area of significant concern, with all students scoring 29.2 points below standard — well below the state average of 8.1 points below standard. While some subgroups showed gains, the most vulnerable student populations continue to fall furthest behind. Foster Youth declined 15.5 points to –129.7 (Red), Homeless students declined 25.7 points to –81.7 (Red), and Students with Disabilities maintained at –126.4 (Red). Current English Learners score 94.8 points below standard, underscoring the critical need for deeper integration of designated and integrated ELD instruction, stronger language acquisition supports, and more consistent implementation of evidence-based literacy strategies across all school sites. ELA growth, while rated Moderate overall, has not yet reached Average, Accelerated, or Exceptional levels for any student group, indicating that current instructional approaches must be strengthened and acceleration opportunities expanded.

3. Chronic Absenteeism
Chronic absenteeism remains one of the most significant systemic barriers to student achievement across PUHSD. While the overall rate declined to 37.4%, it remains more than double the state average of 17.1% and continues to disproportionately impact the District's most vulnerable students. African American students (56.4%, Red) and Students with Disabilities (47.4%, Red) saw their rates increase from the prior year, signaling that current interventions are not yet reaching these populations with sufficient intensity or consistency. Homeless students remain at 50.0% (Orange) despite a 7.9-point decline, and Long-Term English Learners remain at 38.1% (Yellow). The data make clear that chronic absenteeism is not simply an attendance problem — it is a reflection of deeper barriers including housing instability, mental health challenges, lack of connectedness, and systemic inequities that require a coordinated, multi-tiered, and culturally responsive response. Addressing chronic absenteeism must remain a District-wide priority in 2026-27, with particular focus on African American

students, Students with Disabilities, Homeless students, and Long-Term English Learners.

4. Graduation Rate — Reversing the Decline
After reaching a high of 94.2% in 2024, the overall graduation rate declined to 93.2% in 2025. While the District continues to outperform the state average of 87.8%, the 1.0% decline — coupled with more significant drops among English Learners (–3.1%), Long-Term English Learners (–4.3%), and Homeless students (–2.9%) — signals the need for renewed focus on credit recovery, re-engagement, and early identification of students at risk of not graduating. The data indicate that gains made in prior years through expanded credit recovery programs and academic interventions must be sustained, deepened, and made more accessible to the subgroups showing the greatest decline. Ensuring that every student — particularly those in the District's continuation, online, and alternative programs — has a clear and supported pathway to graduation remains a non-negotiable priority.

5. Equity Gaps for Highest-Need Student Groups
Across nearly every indicator, the same student groups appear repeatedly at the lowest performance levels: Foster Youth, Students with Disabilities, Homeless students, Long-Term English Learners, and African American students. These overlapping and compounding disparities — in academic achievement, graduation, absenteeism, and college and career readiness — reflect the systemic inequities that PUHSD's LCAP is designed to address. The District's continued identification for Differentiated Assistance for Students with Disabilities (ELA, Math, and Chronic Absenteeism), Foster Youth (ELA, Math, and Suspension), Homeless students (ELA, Math, and Chronic Absenteeism), and Long-Term English Learners (ELA, Math, and CCI) reinforces the urgency of ensuring that actions and expenditures are explicitly and intentionally directed toward closing these gaps. In 2026-27, PUHSD will continue to prioritize data-driven, culturally responsive, and research-based strategies that address the root causes of inequity and accelerate outcomes for its highest-need students.

6. Teacher Credentialing and Workforce Development
With only 73.4% of teaching assignments filled by appropriately credentialed teachers — below the statewide average of 82.5% — PUHSD recognizes that access to fully qualified instructional staff is foundational to improving student outcomes. Students who consistently receive instruction from misassigned or underprepared teachers face compounding disadvantages that undermine progress across all academic indicators. Strengthening teacher recruitment, retention, and ongoing professional development remains a critical investment area in 2026-27, particularly at schools and in subject areas where credentialing gaps are most pronounced.

7. College and Career Readiness — Building on Momentum
While PUHSD's significant jump to 45.8% Prepared on the College and Career Indicator (Green) is cause for celebration, 54.2% of students remain either Approaching Prepared or Not Prepared for college and career. Key subgroups — including Students with Disabilities (11.8%), Foster Youth (15.6%), Long-Term English Learners (19.1%), and English Learners (21.2%) — remain far below the district average, reflecting persistent access gaps in rigorous coursework, CTE pathway completion, dual enrollment, and post-secondary planning supports. Sustaining and deepening the investments that drove this year's growth, while expanding access for underserved subgroups, will be essential to ensuring the gains are durable and equitable.
PUHSD remains committed to addressing these challenges with urgency, transparency, and a deep sense of responsibility to every student it serves. The goals, actions, and expenditures reflected in this 2026-27 LCAP are directly informed by this data and by the voices of the educational partners who helped shape this plan.

2022-2023 CALIFORNIA DASHBOARD DATA

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

DISTRICT LEVEL
22-23 California Dashboard Performance Level: RED and DFS

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

SCHOOL SITES:

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

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

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

- Math: EL(-204.1) (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)

Learning Recovery Emergency Block Grant (LREBG)

The Learning Recovery Emergency Block Grant (LREBG) funds have been strategically allocated to support PUHSD's continued implementation of Alternative to Suspension (ATS) and restorative practice programs under LCAP Goal 3, Action 3.5. This action aligns with the allowable uses outlined in Education Code §32526(c)(2), which authorizes expenditures that support learning recovery through integrated pupil supports and efforts to improve school climate and student well-being. The district's continued investment in these supports was informed by the comprehensive needs assessment conducted pursuant to EC §32526(d), which identified school climate, student behavior, chronic absenteeism, and social-emotional well-being as priority areas requiring sustained intervention. Action 3.5 has produced the most directly attributable contribution to PUHSD's suspension rate decline from a 6.4% baseline to 2.8% (Green) on the 2025 California Dashboard, and will continue districtwide in 2026–27.

For 2025–26, PUHSD received an additional $735,405 through a state funding restoration. Rather than amend the 2025–26 LCAP mid-year, the district elected to carry these restored funds forward and incorporate them into the 2026–27 LCAP, ensuring a more deliberate and strategic planning process aligned with identified student needs.

Reflection on 2025–26 implementation evidence, including findings from the LREBG Needs Assessment, which identified every monitored student group at the Very Low or Low status level in Mathematics and at Very High status for Chronic Absenteeism on the 2024 California School Dashboard, directed the restored funds toward a new LCAP action focused on accelerating learning recovery in core instruction. For 2026–27, the restored $735,405 in LREBG funds will support Action 1.4: 1:1 Student Device Pilot for Learning Recovery, a new action under LCAP Goal 1. Action 1.4 directs the restored funds toward a full 1:1 student device pilot using Apple Neo devices at a designated comprehensive site, accompanied by professional learning for teachers on integrating devices into evidence-based Tier 1 instruction. Teachers districtwide already operate within the Apple environment; Action 1.4 closes the student-side access gap so that all students at the pilot site have equitable, daily access to digital learning resources, intervention platforms, and core instructional materials. The pilot site will

be selected to ensure the action serves a high concentration of students from the groups identified in greatest need by the LREBG Needs Assessment, including African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Foster Youth, and Homeless students. Pilot evaluation findings will inform recommendations for expansion in subsequent LCAP cycles. The research basis, allowable uses under EC §32526(c)(2), and monitoring metrics required under EC §52064.4 are detailed in the formal Action 1.4 description.PUHSD has unexpended LREBG funds for the 2026–27 school year and will continue to address the needs identified in the district's needs assessment through the targeted, evidence-based strategies funded under Action 1.4 and Action 3.5.

PLANNED INCREASED/IMPROVED SERVICES FOR 26-27 SCHOOL YEAR

LCAP Goal #1:

-- Strengthen Tier 1 instruction across all disciplines with intensified focus in Mathematics, sustaining six-week PLC data cycles, the Instructional Coaching team, and disaggregated review of formative data by student group.
-- Continue the strategic shift from remediation to acceleration and access, sustain the increased Summer School allocation, and deepen integration of the SAVVAS Tier 1 math curriculum.
-- Continue embedded technology integration coaching and expand the Apple device transition to additional grade levels at PVHS and to Pinacate Middle School; complete the Aeries SIS transition.
-- Formally name the Coordinator of Multilingual Learners as the primary mechanism for increasing and improving services for English Learners and LTELs in Action 1.3, with priority focus on building consistent Integrated ELD fidelity across all content areas and intensified site-level support at Heritage HS, Perris HS, and Perris Lake HS.
-- Launch Action 1.4, an LREBG-funded 1:1 student device pilot using Apple Neo devices at a designated comprehensive site, paired with teacher professional learning on Tier 1 device integration.

LCAP Goal #2:
-- Sustain extended learning and credit recovery infrastructure (IOA, Scholar Saturdays, ISP, Tutor.com), with intensified focus on reaching English Learners, Long-Term English Learners, Hispanic students, and Homeless students whose graduation rates declined on the 2025 Dashboard, and address transportation and site-staffing barriers to participation.
-- Launch new CTE pathways at Heritage HS (Education and Residential Construction), relaunch the Medical pathway at Perris HS, and address the CTE pathway access gap at Paloma Valley HS.
-- Expand registered pre-apprenticeship access to all PUHSD teachers through a new RCOE MOU, continue MUSD-PUHSD vertical articulation and Pinacate Pre-CTE exploration, and sustain CalPADS reporting accuracy work.
-- Launch CSUSB dual enrollment across multiple comprehensive sites, finalize the University of Redlands MOU, implement the La Sierra University articulation agreement, and expand Cal-GETC pathways from the Heritage Fast Track pilot to all four comprehensive sites under updated Board Policy.

LCAP Goal #3:
-- Discontinue the BARR program, add Student Voice infrastructure as a named sub-component of Action 3.1, and codify equitable engagement programming at Perris Lake HS and IOA.

-- Continue and scale the multi-tiered Attendance Recovery system, the Independent Online Academy, and SARB infrastructure; add disaggregated, group-specific intervention plans for African American students and Students with Disabilities.
-- Sustain SRO coverage at all sites and expand Campus Supervisor training, exploring the addition of Campus Security Officers and significantly expanded professional development in de-escalation, gang violence prevention, and human trafficking awareness.
-- Adopt and begin implementation of a districtwide Tier 1 SEL curriculum, deliver a universal mental-health-resource orientation each fall, add specific monitoring and intervention design for IEP, female, and nonbinary students, and expand the Community Schools Model as an integrated student supports framework.
-- Sustain ATS and restorative practices districtwide under LREBG, and launch a districtwide anti-bullying campaign with disability-related harassment protocols, cyberbullying response, and peer-led prevention programming.

LCAP Goal #4:
-- Sustain the Community Liaison infrastructure and formalize the integration of liaisons into attendance recovery as a documented Tier 1 and Tier 2 MTSS strategy, with explicit role clarity around participation in site attendance huddles, outreach for chronically absent students, and warm hand-offs to wraparound services.
-- Formalize a parent facilitator development pathway and parent volunteer handbook to expand the parent-led workshop model, add programming responsive to family-identified priorities including digital safety, mental health, and college and career readiness, and standardize hybrid delivery (in-person plus virtual with Wordly interpretation) for all districtwide workshops.
-- Prioritize sustainability transition planning as CSPP implementation funding evolves, identifying which partnership coordination roles, wellness center staffing, and integrated services must be sustained through LCAP and Title I for the 2027–30 cycle, while maintaining the standardized partnership inventory and site Resource Hub model.
Deepen Wordly use across all advisory meetings and family events, formalize the year-round feedback calendar and "you said / we did" reporting cycle, and re-establish or strengthen districtwide platforms including DAAPAC and a reconstituted Community Advisory Committee for Special Education (CAC).
-- Launch differentiated listening sessions and Welcome Walks, generalize the practices driving the EL family engagement advantage to other subgroups, and strengthen two-way communication with SEPAC and IEP families.

Reflections: Technical Assistance

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

In accordance with Education Code 52071, Perris Union High School District (PUHSD) engaged in Differentiated Assistance (DA) technical assistance with the Riverside County Office of Education (RCOE) on two occasions during the 2025–26 school year: June 10, 2025 and January 26, 2026. These meetings focused on identifying areas of strength and need, reviewing LCAP goals and actions, and establishing next steps for each DA-identified student group. Based on the 2025 California School Dashboard, PUHSD is identified for Differentiated Assistance for the following student groups:

Students with Disabilities (DA Year 1), who performed at the Red level in English Language Arts (–126.4 points below standard), Mathematics (–203.8 points below standard), and Chronic Absenteeism (47.4%) under the Priority 4 and Priority 5 indicators.

Foster Youth (DA Year 1), who performed at the Red level in English Language Arts (–129.7 points below standard), Mathematics (–219.5 points below standard), and Suspension Rate (9.9%) under the Priority 4 and Priority 6 indicators.

Homeless Students (DA Year 2), who continued to perform at the Red level in English Language Arts (–81.7 points below standard), Mathematics (–153.7 points below standard), and Chronic Absenteeism under the Priority 4 and Priority 5 indicators.

Long-Term English Learners (DA Year 2), who performed at the lowest performance levels in English Language Arts, Mathematics, and on the College & Career Indicator (CCI), resulting in continued DA eligibility. Note: the 2025 Dashboard shows LTEL ELPI has improved to Green (50.4% making progress), reflecting the impact of targeted supports implemented during 2024–25.

AREAS OF STRENGTH IDENTIFIED

Across both meetings, RCOE and PUHSD recognized several areas of progress. Math achievement is trending in the right direction, with the overall district score increasing 5.5 points to 120.7 points below standard (Orange), and multiple subgroups showing gains. The district's implementation of the MTSS framework, expansion of community schools, and the launch of Inland Online Academy (formerly Scholar Plus) were highlighted as positive developments. Attendance improved significantly districtwide, with the chronic absenteeism rate declining 4.4 points to 37.4% (Yellow). The College/Career Indicator improved 7.4 points to 45.8% prepared (Green), and the overall graduation rate remained strong at 93.2%. Additional strengths included the hiring of a Coordinator of Multi-Lingual Learners, consistent BID meeting procedures to support Foster Youth, the development of a Mental Health Coordinator to build systems of support for high-need students, and the overall ELPI moving from Orange to Green (47.6% making progress, up 6.9%).

A significant area of growth was the expansion and enhancement of Career Technical Education (CTE) programs across the district. PUHSD has made intentional efforts to align CTE pathways to labor market data and regional industry demand, ensuring that students are prepared for careers in sectors that reflect the economic needs of the Perris and Menifee communities. This alignment has contributed to the district's 7.4-point improvement in the College/Career Indicator, bringing the overall prepared rate to 45.8% (Green). Notably, the CCI showed strong gains among Hispanic students (+8.9%, Green), Filipino students (+12.8%, Blue), and Socioeconomically Disadvantaged students (+6.7%, Green), reflecting the impact of expanded CTE access on the district's highest-need demographics. The addition of a CTE TOSA (coordinator) and a Job Development Specialist in 2025–26 further strengthens the district's capacity to develop, sustain, and grow industry-aligned pathways that connect students to meaningful postsecondary opportunities.

PROGRESS ON CURRENT INITIATIVES

PUHSD reported meaningful progress across several ongoing initiatives. Math instructional improvement efforts have expanded, including increased teacher collaboration and the piloting of new curriculum adoptions (Amplify and Savvas). The Compliance and Improvement Monitoring (CIM) process has advanced through Phase 1, with a focus on academic outcomes and Least Restrictive Environment (LRE) access for Students with Disabilities, including the completion of a root cause analysis. For English Learners and Long-Term English Learners, PUHSD is implementing designated and integrated ELD supports, engaging in the Latino Literacy Project, and planning to restore Bilingual Paraeducator positions. The Alternatives to Suspension program is being refined to reduce exclusionary discipline practices, with the district's suspension rate declining to 2.8% (Green). Coordination with RCOE's Dr. Jones unit continues to support Foster and Homeless Youth.

DIFFERENTIATED ASSISTANCE: AREAS OF NEED AND NEXT STEPS BY STUDENT GROUP

Students with Disabilities (DA Year 1): SWD students scored 126.4 points below standard in ELA (Red) and 203.8 points below standard in Mathematics (Red), representing the largest achievement gaps of any student group in the district. The College/Career Indicator for SWD was 11.8% prepared (Yellow), underscoring the need to strengthen connections between academic supports and postsecondary readiness. RCOE's review of LCAP goals identified a need to strengthen the instructional focus for SWD, including greater emphasis on inclusive practices, LRE, and access to grade-level standards. Expanding SWD access to CTE pathways and A–G coursework is a priority, as participation in industry-aligned programs can serve as an on-ramp to college and career readiness for students who may not access traditional academic routes. Actions should expand beyond co-teaching structures to more explicitly address instructional impact. PUHSD will continue CIM Phase 2 work, including root cause analysis and empathy interviews, with a focus on improving educational outcomes. Graduation for SWD improved to 86.9% (Green), up 2.5 points, reflecting progress in engagement and credit completion. These needs are addressed through Action 1.1 (Tier I literacy and mathematics instruction), which targets the ELA and Mathematics indicators, and Action 3.2 (Attendance Matters), which addresses the Chronic Absenteeism indicator for which SWD are identified, and, at Perris Lake High School and Inland Online Academy, through the Equity Multiplier actions in Goal 5, which target the lowest-performing student groups at those sites.

Foster Youth (DA Year 1): Foster Youth students scored 129.7 points below standard in ELA (Red) and 219.5 points below standard in Mathematics (Red), the deepest academic gaps in the district. The graduation rate for Foster Youth was 81.3% (Green), and the College/Career Indicator was 15.6% prepared (Yellow), well below the district average of 45.8%. While PUHSD has strong support structures in place — including case management, counseling, and community partnerships — it was noted that current goals are broad and lack specific academic indicators. Actions are heavily focused on attendance and counseling with limited connection to core instruction, A–G access, and College/Career Indicator completion. Ensuring Foster Youth have meaningful access to CTE pathways aligned to in-demand industry sectors is a key next step, as these programs provide structured, career-connected learning experiences that can increase engagement and postsecondary preparation for students whose academic trajectories are often disrupted by placement instability. Next steps include developing more targeted academic goals that reflect the small-N, high-need reality of this population and strengthening connections between support services and academic outcomes. The LCAP addresses these needs through Action 1.1 (core literacy and mathematics instruction), which targets the ELA and Mathematics indicators, and through Action 3.2 (Attendance Matters and re-engagement), Action 3.3 (school climate and safety supports), and Action 3.4 (social-emotional and behavioral health supports), which together address the Suspension indicator for which Foster Youth are identified, reinforced by the Alternatives to Suspension and restorative practice programs funded under Action 3.5 (LREBG). Additional site-level support is provided at Perris Lake High School and Inland Online Academy through the Equity Multiplier actions in Goal 5.

Homeless Students (DA Year 2): Homeless students scored 81.7 points below standard in ELA (Red) and 153.7 points below standard in Mathematics (Red). Chronic absenteeism for Homeless students, while improving 7.9 points, remains at 50.0% (Orange). The graduation rate was 90.8% (Yellow) and the College/Career Indicator was 33.6% prepared (Yellow), indicating room for growth in postsecondary readiness. Connecting Homeless students to CTE pathways and work-based learning opportunities is an important strategy for increasing engagement and college and career readiness, particularly given the barriers to consistent academic participation this population faces. PUHSD will continue to work with RCOE to strengthen identification procedures and build common practices among counselors, social workers, and site staff. Ongoing training and data support will focus on improving academic outcomes alongside attendance and engagement supports. These needs are addressed through Action 1.1 (Tier I literacy and mathematics instruction), which targets the ELA

and Mathematics indicators, and Action 3.2 (Attendance Matters), which addresses the Chronic Absenteeism indicator for which Homeless students are identified, and, at Perris Lake High School and Inland Online Academy, through the Equity Multiplier actions in Goal 5.

Long-Term English Learners (DA Year 2): LTELs scored 123.1 points below standard in ELA (Orange) and 186.1 points below standard in Mathematics (Orange). The graduation rate for LTELs was 86.2% (Orange), and the College/Career Indicator was 19.1% prepared (Yellow), reflecting limited access to the rigorous coursework and CTE pathways needed to meet the prepared threshold. Expanding LTEL access to industry-aligned CTE programs, A–G coursework, and dual enrollment opportunities — with appropriate language and academic scaffolding — is a critical strategy for closing the college and career readiness gap for this population. However, the ELPI for LTELs improved significantly to Green (50.4% making progress, up 8.8%), reflecting the positive impact of targeted EL supports. RCOE identified a need for more intentional and specific instructional support for LTELs, including content-area scaffolding, root cause analysis through the EL Community of Practice, and implementation of evidence-based interventions. Next steps include districtwide professional development facilitated through a train-the-trainers model, collaboration with RCOE's Language and Literacy Team, and an intentional literacy focus to support LTELs in accessing rigorous academic programs. The LCAP addresses these needs through Action 1.3 (English Learner supplemental services, including content-area scaffolding and ELD support), Action 1.1 (Tier I literacy and mathematics instruction), and Action 2.2 (CTE Pathways) and Action 2.3 (A–G access and dual enrollment), which together expand LTEL access to rigorous, industry-aligned coursework with appropriate language and academic scaffolding, and, at Perris Lake High School and Inland Online Academy, through the Equity Multiplier actions in Goal 5, which specifically target English Learners and Long-Term English Learners among the sites' lowest-performing groups.

UPCOMING OPPORTUNITIES

PUHSD is expanding access to rigorous academic programs and college and career-ready pathways through several new and enhanced initiatives. The district's growing CTE program portfolio is being intentionally aligned to regional labor market reports, ensuring that pathway offerings reflect industries with documented demand in the Perris, Menifee, and broader Inland Empire region. This approach ensures that students — particularly those from DA-identified groups who face the greatest barriers to postsecondary preparation — are connected to relevant, high-quality career pathways that lead to industry certifications, apprenticeships, and postsecondary enrollment. Additionally, PUHSD is launching Dual Language Immersion (DLI), International Baccalaureate (IB) programs at Pinacate, Perris High School, and Paloma Valley High School, CalGETC at Perris and Heritage High Schools, and AP Capstone at Paloma Valley High School. Together, these initiatives reflect the district's commitment to ensuring that every student — regardless of background or circumstance — has access to a rigorous, meaningful, and career-connected educational experience.

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
LCAP Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) convened four times during the 2025–26 school year. The PAC provides the statutorily required parent voice in the development of the LCAP. Each meeting included LCAP updates, review of disaggregated district and site-level data, and structured opportunities for facilitated feedback. Members reviewed the 2024–25 Annual Update results, examined LCAP Goals 1–4, and provided input on proposed refinements to actions and metrics for 2026–27. Follow-up surveys were used after each meeting to capture additional input from those who could not speak during discussion. Meeting Dates: September 2, 2025 November 4, 2025 February 3, 2026 May 26, 2026
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) convened four times during the 2025–26 school year to support the implementation of the State Board of Education's English Learner (EL) Roadmap Policy and to advise the District on programs and services for English Learners.

Educational Partner(s)	Process for Engagement
	DELAC members reviewed and provided recommendations on the District English Learner Master Plan, School Plans for Student Achievement (SPSAs) as they relate to EL services, reclassification procedures, and parent notification documents. The committee also reviewed disaggregated EL and LTEL performance data from the California Dashboard and contributed directly to refinements of LCAP Goal #2 actions for the 2026–27 school year, with particular attention to Long-Term English Learners (LTELs) — a student group performing in the lowest performance level on multiple state indicators. Meeting Dates: October 28, 2025 December 4, 2025 January 15, 2026 February 12, 2026 April 21, 2026
Superintendent Listening Session (Student Advisory Committee)	The Superintendent's Student Listening Sessions provide the statutorily required structure for engaging students in the development of the LCAP, consistent with the Education Code requirement (effective July 1, 2024) to either include student members on the parent advisory committee or operate a student advisory committee. PUHSD operates a Student Advisory Committee through these sessions. Student representatives from each school across the district (4 Comprehensive HS, 1 Charter, 1 MS, 1 Alt Ed, 1 Online Academy). Intentional outreach ensured representation of historically underserved subgroups, including English Learners, Long-Term English Learners, Students with Disabilities, African American students, foster and homeless youth, and socioeconomically disadvantaged students. Discussion topics included school climate and connectedness, mental health and wellness supports, academic supports and credit recovery,

Educational Partner(s)	Process for Engagement
	college and career readiness, discipline and safety, and the relevance of district programs to students' lived experiences. Student input directly informed refinements to each LCAP Goal. Meeting Dates: – March 19, 2026
Special Education Parent Advisory Committee (SEPAC)	Reinstated for the 2025–26 school year, the Special Education Parent Advisory Committee (SEPAC) reconvened to advise the District and the SELPA on the development, implementation, and evaluation of special education programs, services, and supports. Membership includes parents and caregivers of students with disabilities, general and special education teachers, related service providers, site and district administrators, and the SELPA administrator. The SEPAC reviewed performance data for Students with Disabilities — a subgroup performing in the lowest performance level on the ELA, Mathematics, and Suspension indicators on the California Dashboard — and provided input on LCAP actions related to inclusive practices, specialized academic instruction, behavioral and mental health supports, and the transition supports embedded in LCAP Goals #1, #2, and #3. Meeting Dates: January 29, 2026 March 12, 2026 April 16, 2026
District Leadership and Principal Team Meetings	The District Leadership Team — including the Superintendent, Assistant Superintendents, Chief Business Official, executive directors, directors, and all site principals — met regularly throughout the 2025–26 school year. Standing LCAP agenda items focused on strategic planning, policy implementation, resource allocation, instructional leadership, stakeholder engagement, and equity and inclusion. Site principals served as the connection point between district-level LCAP development and the day-to-day perspectives of teachers and classified staff at their sites.

Educational Partner(s)	Process for Engagement
	Site-level structures supporting this engagement included site-based instructional leadership meetings, department chair meetings, grade-level/PLC collaboration cycles, and certificated and classified all-staff communications, surveys, and feedback opportunities. Meeting Dates: – August 18, 2025 – October 20, 2025 – December 15, 2025 – January 26, 2026 – March 16, 2026 – April 20, 2026 – May 18, 2026 – June 8, 2026
Ed Services Leadership Division	The Educational Services Leadership Division — including Pupil Services, Special Education, Curriculum and Instruction, Assessment and Accountability, English Learner Services, and LCAP/State and Federal Programs leadership — met weekly throughout the 2025–26 school year. These meetings provided the operational venue for the cross-departmental development of LCAP actions, expected outcomes, metrics, and proposed expenditures, and ensured coherence with the Differentiated Assistance work. Meeting Dates (weekly): – July 2025: 7/1, 7/8, 7/15, 7/22 – August 2025: 8/5, 8/12, 8/19, 8/26 – September 2025: 9/9, 9/19, 9/30 – October 2025: 10/7, 10/14, 10/21 – November 2025: 11/4, 11/11, 11/21 – December 2025: 12/9, 12/16, 12/23 – January 2026: 1/13, 1/21, 1/29 – February 2026: 2/3, 2/10, 2/24 – March 2026: 3/3, 3/25 – April 2026: 4/7, 4/14, 4/21, 4/28 – May 2026: 5/5, 5/12, 5/19, 5/29 – June 2026: 6/2, 6/9, 6/16, 6/23, 6/30

Educational Partner(s)	Process for Engagement
School Site Councils	School Site Councils (SSCs) operate at every school site and serve a critical role in informing the development and ongoing refinement of the LCAP through the alignment of the Single Plan for Student Achievement (SPSA) with district priorities. SSCs include parents, students (at applicable sites), teachers, classified staff, and the site administrator. Each site SSC met multiple times during the 2025–26 school year to review disaggregated student outcome data, evaluate the effectiveness of site-level actions, and provide input on priorities for the 2026–27 school year. Site-level English Learner Advisory Committees (ELACs) provided input on EL programs, supports, and parent notification practices. Site-level African American Parent Advisory Committees (AAPACs), operating at individual schools while the district-level DAAPAC remains paused , provided input on the experiences and needs of African American students and families. SSC, ELAC, and AAPAC feedback was documented at the site level and submitted to the Educational Services Division for incorporation into districtwide LCAP planning.
PUHSD School Board Meetings (Monthly)	The PUHSD Board of Trustees represents the community and oversees the District's administration. The Board received regular LCAP updates throughout the 2025–26 school year, including a review of the 2024–25 Annual Update results, mid-year implementation data, and the draft 2026–27 LCAP. The Public Hearing for the 2026–27 LCAP was held on June 1, 2026, with Board adoption on June 17, 2026. The draft LCAP was posted publicly in advance of the public hearing, in both English and Spanish, in accordance with Education Code requirements.
Budget Advisory Committee	The Budget Advisory Committee met throughout the 2025–26 school year to review District revenue projections, expenditure plans, and the alignment of LCAP budgeted expenditures with the District's broader budget. The committee's review of multi-year financial projections, the 2024–25 estimated actual expenditures, and proposed 2026–27

Educational Partner(s)	Process for Engagement
	LCAP expenditures supported the District's transparency obligations and informed final LCAP budget decisions. Meeting Dates: – September 25, 2025 – October 22, 2025 – January 28, 2026 – February 26, 2026 – April 28, 2026
Educational Partners at Equity Multiplier Schools (Perris Lake High School and Inland Online Academy, formerly Scholar+ Online School)	As an LEA receiving Equity Multiplier funds, PUHSD is statutorily required to consult with educational partners at the schools generating those funds, Perris Lake High School (PLHS) and Inland Online Academy (IOA), in the development of the required Equity Multiplier Focus Goal. In response to feedback from the 2025–26 development cycle, the District significantly expanded the consultation process at these two sites for 2026–27 to ensure deeper, more representative input. This input directly informed the refinement of the Equity Multiplier Focus Goal and its associated actions for 2026–27, including mental health counseling, academic interventions, expanded access to CTE and credit recovery, and postsecondary preparation supports.
Local Collective Bargaining Units (PSEA & CSEA)	Monthly district-level meetings were held with the Perris Secondary Educators Association (PSEA) and the California School Employees Association (CSEA) to discuss district goals, share relevant data, and collaboratively identify needs and priorities that align with the LCAP. These structured meetings provide a venue for transparent communication, early input, and collaborative problem-solving on issues impacting teaching, learning, and working conditions. Each school site also held monthly meetings with its union site representatives. These site-level meetings fostered collaboration between school administration and staff representatives to address campus-specific priorities and ensured alignment with LCAP actions and services. Bargaining unit representatives also served on the PAC.

Educational Partner(s)	Process for Engagement
	PSEA Representative Council (PRC) Meeting Dates: – August 21, 2025 – September 11, 2025 – October 2, 2025 – November 6, 2025 – December 11, 2025 – January 15, 2026 – February 5, 2026 – March 5, 2026 – April 9, 2026 – May 14, 2026 CSEA Classified Relationship Council (CRC) Meeting Dates: – August 26, 2025 – September 30, 2025 – November 4, 2025 – December 9, 2025 – January 27, 2026 – February 24, 2026 – April 28, 2026 – May 27, 2026
Special Education Local Plan Area (SELPA) Administrator	PUHSD consulted with the SELPA administrator on the development of LCAP actions affecting students with disabilities, as required for school districts under the LCAP statute. The SELPA administrator participated in SEPAC and consulted regularly with the Director of Special Education and Assistant Superintendent of Ed Services. In addition to LCAP consultation, the SELPA partnered with PUHSD throughout 2025–26 in the Coordinated Improvement Monitoring (CIM) process. SELPA participation in CIM included joint review of disaggregated performance data for Students with Disabilities, root-cause analysis of identified compliance and performance areas, co-development of the District's improvement plan, and ongoing technical assistance and progress monitoring. The CIM findings, improvement plan elements, and SELPA recommendations were used as direct inputs into the refinement of LCAP Goals #1, #2, and #3 actions

Educational Partner(s)	Process for Engagement
	affecting Students with Disabilities — including specialized academic instruction, inclusive practices, behavioral and mental health supports, and transition supports — ensuring alignment between the District's special education improvement work and the broader LCAP.

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

The 2026–27 LCAP represents the third and final year of the 2024–27 LCAP cycle. Educational partner feedback gathered throughout the 2025–26 school year was used to refine, sharpen, and reallocate within the existing four goals and the Equity Multiplier Focus Goal rather than to restructure the plan. Two primary data sources were used to organize and prioritize educational partner input:

• Family and Community Feedback Survey — 455 family respondents (358 English / 97 Spanish, or 79%/21%) across six campuses, with 354 open-ended responses analyzed by theme. Districtwide average scores were calculated on a 1–5 scale for 25 indicators aligned to the four LCAP goals.
• Student Voice Disaggregated Data (Spring Into Action — Superintendent's Student Advisory Committee, March 19, 2026) — 33 student-proposed action items across nine sites (CMI, Heritage HS, Inland Online Academy, Liberty HS, Perris HS, Perris Lake HS, Pinacate MS, Paloma Valley HS, plus the PUHSD district team). Student teams assumed Site Leadership Team roles and proposed actions across all four LCAP goals.
These two sources — paired with feedback from PAC, DELAC, the reactivated Special Education PAC, school site councils, local bargaining units (PSEA and CSEA), site administrators, the SELPA administrator, and consultation at the Equity Multiplier sites — directly shaped the goals, metrics, actions, expenditures, and contributing-action designations described below.

Districtwide Family Survey Results by LCAP Goal

On the 1–5 family survey scale (4.2+ Strong, 3.8–4.19 Positive, 3.3–3.79 Needs Attention, <3.3 Priority Focus), district averages by goal were:
• Goal 1 (Academic Achievement): 3.90 — Positive
• Goal 2 (College and Career Readiness): 3.90 — Positive
• Goal 3 (Safe and Supportive Environment): 3.86 — Positive
• Goal 4 (Family and Community Engagement): 3.94 — Positive

Two indicators scored in the Priority Focus range and drove the most significant refinements to LCAP actions and expenditures for 2026–27:

• Bullying Awareness and Response (3.44 districtwide) — the single lowest-rated indicator, with Pinacate MS at 3.00, Paloma Valley HS at 3.21, and Liberty HS at 3.23. Twenty-eight open-ended responses referenced bullying or fighting.

• Parent Input and Decision-Making Opportunities (3.62 districtwide) — Liberty HS at 3.29 and Paloma Valley HS at 3.51. Signals families want more meaningful voice in district and site decisions.

Three additional indicators in the Needs Attention range — EL Support in core subjects (3.76, Pinacate MS at 3.31), Equity Group Input from foster, IEP, EL, and African American families (3.76, Liberty HS at 3.43), and LCAP Goal Transparency (3.77, Liberty HS at 3.64) — directly informed refinements to Goal #2, Goal #4, and the District's family communication actions.

Of the 354 open-ended responses, the top thematic clusters were Family Engagement and Workshops (74 responses, 20.9%), Communication and Information (67 responses, 18.9%), Academic Support and Tutoring (60 responses, 16.9%), Extracurricular and Sports (36 responses, 10.2%), Safety and Bullying (28 responses, 7.9%), Mental Health and SEL (24 responses, 6.8%), Transportation and Infrastructure (21 responses, 5.9%), and College and Career Readiness (20 responses, 5.6%). Each theme was mapped to an LCAP goal and informed action refinement.

LCAP Goal #1 — Academic Achievement in ELA and Mathematics

Data signals that shaped Goal #1:
• Family survey — Math Support at 3.84 districtwide, with Pinacate MS at 3.38; EL Support at 3.76 districtwide, with Pinacate MS at 3.31.
• Student voice — 10 of 33 student-proposed action items targeted Goal #1, raised by five sites (HHS, LHS, PHS, PMS, PVHS).
• Open-ended themes — Academic Support and Tutoring.

Influence on actions and expenditures:

Family and student feedback converged on the same core need: stronger, more visible, and more equitably accessible tiered academic support — particularly at Pinacate Middle School, where every Goal #1 indicator scored below the district average, and for English Learners across all sites. In response, Goal #1 actions for 2026–27 maintain and refine investment in:

• Tier 2 and Tier 3 intervention staffing, after-school tutoring, and credit recovery, with strengthened referral protocols communicated to families.
• Designated and integrated ELD implementation, with EL Specialist support directed to sites with the largest perceived gaps (Pinacate MS, Heritage HS, Liberty HS).
• Bilingual peer tutoring models, drawing on the Heritage High School student team's proposal (HHS-01) to leverage upperclassmen tutors for EL students for elective credit or community-service hours in Math and Science.
• Coordinated multi-channel tutoring stacks, informed by the Liberty High School student team's proposal (LHS-01) to align STAR top-reader recognition, AVID-led math tutoring on an appointment system, and existing online tools (IXL, Delta Math, E-Library) with site communications.
• Engaging assignment design at the middle school level, in response to Pinacate MS students (PMS-01) who connected disengagement with the high-school readiness gap, and a policy review of stacked homework (PMS-02).
• Equitable grading practice exploration, informed by the Paloma Valley HS student team's proposed Student Strengthening Initiative (PVHS-

06) for districtwide test retake and extra credit opportunities.

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LCAP Goal #2 — College and Career Readiness

Data signals that shaped Goal #2:
• Family survey — CTE and Advanced Course Access at 3.80 districtwide (Pinacate MS 3.31, CMI 3.77); Counseling Support at 3.85 (Paloma Valley HS 3.70 lowest).
• Student voice — Goal #2 drew the largest share of student action items
• Open-ended themes — College and Career Readiness (20 responses, 5.6%) plus parent explicitly requesting CTE access and dual enrollment information.

Influence on actions and expenditures:
Goal #2 received the strongest convergent signal across families, students, and site staff. CTE and pathway expansion was the most-named priority districtwide, raised at four sites in the student voice data and reinforced in 20 family open-ended responses. In response, Goal #2 actions for 2026–27 include:
• Continued investment in CTE pathway staffing, supplies, and dual enrollment alignment, with attention to pathway equity across comprehensive and continuation sites.
• Adoption of an annual student CTE interest survey, modeled on the Perris High School student team's “Embracing Motivation and Initiative” proposal, to make student demand visible to course planners and to drive course standup decisions.
• Strengthened internship and industry partnership development, cited as the missing complement to in-school CTE.
• Counselor consistency and follow-through, in response to student team feedback and to the family survey signal at PVHS (Counseling Support 3.70). The District will direct counselor professional learning toward 4-year plan alignment, transparent communication of graduation and post-secondary requirements, and consistent check-ins on student goals.
• Real-world life-skills coursework, including finance, named by student teams as missing preparation for post-secondary life regardless of college or career path.
• CALGETC alignment exploration for college transfer pathway readiness, drawing on student team input .

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LCAP Goal #3 — Safe and Supportive Environment

Data signals that shaped Goal #3:
• Family survey — Bullying Awareness at 3.44 (the lowest indicator districtwide), with Pinacate MS at 3.00 and Paloma Valley HS at 3.21; SEL/Mental Health Access at 3.88 with awareness gaps in feedback responses.
• Open-ended themes — Safety and Bullying (28 responses, 7.9%); Mental Health and SEL (24 responses, 6.8%); Extracurricular and Sports (36 responses, 10.2%).

Influence on actions and expenditures:

Bullying Awareness was the sharpest signal in the entire dataset and required a substantive refinement — not just a continuation of existing actions. In response, Goal #3 for 2026–27 includes:
• Expanded family-facing communication on anti-bullying protocols, including parent notifications when incidents occur and clear, multilingual information on how to report concerns.
• A districtwide bully-reporting system review, with attention to whether the current system is visible to and trusted by students and families, open-ended responses described unaddressed concerns.
• A supervision audit in high-risk areas (restrooms, locker rooms, transition spaces) at sites with the lowest scores.
• Continued investment in school-based mental health counselors and Wellness Centers, with refined communication so families know what services exist — feedback revealed an awareness gap rather than a services gap.
• Continued MTSS implementation, restorative practices, and discipline-equity professional learning, with particular attention to suspension disproportionality for African American students that has been documented on the Dashboard.

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LCAP Goal #4 — Family and Community Engagement
Data signals that shaped Goal #4:
• Family survey — Home Language Communication at 4.43 (Strong, the highest indicator districtwide), but Input Opportunities at 3.62 (Priority Focus), LCAP Understanding at 3.77, and Equity Group Input at 3.76 in the Needs Attention range.
• Open-ended themes — Family Engagement and Workshops led all themes at 74 responses (20.9%); Communication and Information was second at 67 responses (18.9%).
Influence on actions and expenditures:
The Goal #4 data tells a nuanced story: families rate PUHSD's home-language communication very highly (4.43, Strong) and value the Community Liaison infrastructure, but report significantly lower satisfaction with their opportunities to provide input and to understand the LCAP itself. In response, Goal #4 actions for 2026–27 include:
• Action 4.1 — Continued investment in the Community Liaison Office and site-based bilingual Community Liaisons, with strengthened training and consistency across SSC, ELAC, and AAPAC facilitation. Family verbatims explicitly praised this infrastructure.
• Action 4.2 — Expanded Parent University offerings to include additional virtual and evening sessions for working families, with a Parent Engagement Calendar aligned to LCAP priorities. The 74 open-ended responses requesting expanded workshops drove this refinement.
• Action 4.3 — Formalized school-community partnerships through a centralized vetted-partner database, structured tracking of partner participation, and continued co-hosting of family-centered events with the City of Perris and the City of Menifee.
• Action 4.4 — A systematic feedback loop responding directly to the 3.62 Input Opportunities score. The District will develop a parent-friendly bilingual LCAP summary, include LCAP overviews at Back-to-School Night, post short video explainers on school and district sites, and consolidate parent-facing portals in response to the verbatim that families currently navigate ParentSquare, Infinite Campus, and Canvas separately.
• Reinstatement of the District African American Parent Advisory Council (DAAPAC) during the 2026–27 school year. The SEPAC reactivation during 2025–26 demonstrated demand and feasibility; DAAPAC will follow as part of the launch of the 2027–30 cycle, addressing the 3.76 Equity Group Input score.

LCAP Goal #5 Equity Multiplier Focus Goal — Perris Lake High School and Inland Online Academy

PUHSD receives Equity Multiplier funds for Perris Lake High School (continuation) and Inland Online Academy. Consultation with educational partners at these sites, site staff focus groups, student focus groups, parent outreach, and direct student team input through the Spring Into Action Student Advisory, directly shaped the refinement of the Equity Multiplier Focus Goal for 2026–27.

The Perris Lake High School student team's two proposals were the single most direct piece of student-voiced equity evidence in the 2025–26 engagement cycle. Students named, unprompted, that their continuation status produces fewer pathways and electives than peer comprehensive sites — a stated student-voice equity concern that aligns with the Dashboard performance gaps driving the Focus Goal.

PLHS students also named that the site currently has only three electives — a graduation-requirement constraint and an engagement constraint at the same time (PLHS-02). This input, combined with continued Dashboard data showing Graduation Rate, College and Career Indicator (CCI), Suspension Rate (notably for African American students), and English Learner Progress Indicator (ELPI) as the four state indicators driving the Focus Goal, produced the following refinements:
• Phased introduction of CTE-aligned programs (Biomedical, Engineering, AVID) at Perris Lake High School to address the student-voiced pathway equity gap, designed as evidence-based services consistent with EC Section 42238.024(b)(1).
• Expansion of elective offerings at Perris Lake High School, addressing the named graduation-requirement constraint.
• Continued and refined mental health counseling, academic interventions, expanded access to credit recovery, and postsecondary preparation supports targeting the focus subgroups: Socioeconomically Disadvantaged, English Learner, Homeless, Students with Disabilities, Hispanic, Long-Term English Learner, and African American students.
• Expansion of career-specific course pathways within the online/hybrid model at IOA, drawing on IOA student team input calling for year-long career-specific courses with progression to higher rigor each year so students in alternative programs are not excluded from pathway exposure.
• Significantly expanded parent and family consultation process at PLHS and IOA for the 2026–27 cycle and into 2027–30, addressing the low response volume (8 respondents) from the prior cycle's parent survey.

Equity Multiplier funds will be used to supplement, not supplant, LCFF funding at these sites, consistent with EC Section 42238.024.

Influence on Contributing Actions for Unduplicated Students

Educational partner consultation: in particular, DELAC input, Special Education PAC, site SSCs, and the family survey's disaggregated indicators for EL Support (3.76) and Equity Group Input from foster, IEP, EL, and African American families (3.76) — directly informed the District's designation of actions as contributing to the increased and improved services requirement for unduplicated students. PUHSD's 2026–27 Projected Percentage to Increase or Improve Services for unduplicated pupils continues to drive design decisions in EL specialist staffing, bilingual peer tutoring exploration, designated and integrated ELD professional learning, mental health counseling access, and family engagement actions targeted to historically underserved family groups.

Looking Ahead to the 2027–30 LCAP Cycle

Educational partner feedback gathered during 2025–26 will also directly inform PUHSD's development of the 2027–30 three-year LCAP. Four signals will carry forward as design priorities for the next cycle:

• Institutionalizing a systematic, year-round feedback loop so educational partner input is collected, analyzed, and incorporated continuously rather than concentrated in the LCAP development window.
• Reinstating the District African American Parent Advisory Council (DAAPAC) at the district level, complementing site-level AAPACs and addressing the 3.76 Equity Group Input score.
• Strengthening engagement at the Equity Multiplier schoolsites (Perris Lake HS and IOA) by replacing the prior cycle's low-response survey with multi-channel, multilingual, in-person outreach — demonstrated this cycle and to be scaled forward.
• Closing the LCAP-understanding gap (3.77 districtwide) by producing a parent-friendly, bilingual LCAP summary, short video explainers, and consolidated portals — making the LCAP itself a more accessible accountability tool for the families it is meant to serve.

PUHS's commitment is to use the close-out year of this cycle to institutionalize the engagement practices that have proven most effective, so that the 2027–30 LCAP cycle begins with stronger, more equitable, and more representative educational partner engagement at every level of the system.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Indicator (ELPI)	ELPI: 45.9%	ELPI: 40.6%	ELPI: 47.6%	ELPI: 65.9%	1.7%
1.2	EL Reclassification Rate	18.2%	17.2%	23.5%	25.0%	5.3%

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	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	Average Distance from Standard: All Students- Status: -31.3. Change: 5.6 English Learners- Status: -112.1. Change: 0.0 Long-term English Learners: -133.3 Homeless- Status: -56.0. Change: 1.7 Socioeconomically Disadvantaged- Status: -45.8. Change: 4.8 Students with Disabilities- Status: -126.5. Change: 4.3 African American- Status: -51.3. Change: -5.5 Asian- Status: 71.5 Change: -16.8 Filipino- Status: 99.8. Change: 36.1	Average Distance from Standard: All Students- Status: -29.2. Change: 2.1 English Learners- Status: -94.8. Change: 17.3 Long-term English Learners: -123.1. Change: 10.1 Homeless- Status: -81.7. Change: -25.7 Socioeconomically Disadvantaged- Status: -44.8. Change: 1.0 Students with Disabilities- Status: -126.4. Change: -0.1 African American- Status: -42.3. Change: 9.1 Asian- Status: 58.5 Change: -13.1 Filipino- Status: 67.2. Change: 32.6	Average Distance from Standard: All Students- Status: -6.9. English Learners- Status: -67.1. Homeless- Status: -27.7. Socioeconomically Disadvantaged- Status: -20.6. Students with Disabilities- Status: -85.8. African American- Status: -15.8. Asian- Status: 54.8 Filipino- Status: 63.6. Hispanic- Status: -19.4 White- Status: 22.1 Two or More Races- Status: 45.0.	All Students: +7.7 English Learners: +17.3 Long-Term English Learners: +10.2 Homeless: -24.0 Socioeconomically Disadvantaged: +5.8 Students with Disabilities: +4.4 African American: +3.5 Asian: +3.7 Filipino: +3.6 Hispanic: +5.2 White: +28.8 Two or More Races: +5.6 Foster Youth: -14.7

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 Foster Youth- Status - 115.0. Change 33.3	Hispanic- Status: -45.5. Change: 4 White- Status: 13.5 Change: 25.6 Two or More Races- Status: 1.4. Change: -19.4 Foster Youth- Status: -114.2. Change: 0.8	Hispanic- Status: -44.2. Change: 1.3 White- Status: 16.7 Change: 3.1 Two or More Races- Status: 26.4. Change: 25.0 Foster Youth- -129.7. Change: -15.5	Note- Targets were identified using the dashboard growth categories. Dashboard subgroups with previous status of Status of Medium, High, or Very High= increase to Very High or maintain. Low= 10 point increase each year. previous status of "Very Low"= 15 point increase each year.	
1.4	Academic Indicator (Grades 5-8 and 11) Math	Average Distance from Standard: All Students- Status: -138.2 Change: -4.9 English Learners- Status: -188.1. Change: -3.7 Homeless- Status: -158.1. Change: 35.8 Socioeconomically Disadvantaged- Status: -149.7 Change: -2.9	Average Distance from Standard: All Students- Status: -126.2 English Learners- Status: -176.2. Homeless- Status: -145.1. Long-term English Learners: -195.7	Average Distance from Standard: All Students- Status: -120.7 Change: 5.5 English Learners- Status: -164.4. Change: 11.8 Homeless- Status: -153.7. Change: -8.5 Long-term English Learners: -186.1	Average Distance from Standard: All Students- Status: -93.2 English Learners- Status: -143.1. Homeless- Status: -113.1. Socioeconomically Disadvantaged- Status: -104.7	All Students: +17.5 English Learners: +23.7 Long-Term English Learners: +9.6 Homeless: +4.4 Socioeconomically Disadvantaged: +17.1 Students with Disabilities: +13.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 White- Status: -120 Change: -26.5 Two or More Races- Status: -100.9. Change: 2.3 Foster Youth- -201.4 Change: 7.3.	Socioeconomically Disadvantaged- Status: -137.2 Students with Disabilities- Status: -205.2 African American- Status: -148.4 Asian- Status: -37.9 Filipino- Status: -2.9. Hispanic- Status: -137.6 White- Status: -85.1 Two or More Races- Status: -112.1 Foster Youth- -203.3 Change: -1.9.	Change: Socioeconomically Disadvantaged- Status: -132.6 Change: 4.6 Students with Disabilities- Status: -203.8. Change: 1.4 African American- Status: -147. Change: 1.5 Asian- Status: -33.2 Change: 4.7 Filipino- Status: -37.5. Change: -34.6 Hispanic- Status: -132.2. Change: 5.3 White- Status: -84.2 Change: 0.9 Two or More Races- Status: -77.6. Change: 34.4 Foster Youth- -219.5 Change: -16.3.	Students with Disabilities- Status: -172.7. African American- Status: -105.1. Asian- Status: 9.4 Filipino- Status: 5.6. Hispanic- Status: -104.2. White- Status: -75 Two or More Races- Status: -55.9. 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.	African American: +3.1 Asian: +6.2 Filipino: -11.9 Hispanic: +17.0 White: +35.8 Two or More Races: +23.3 Foster Youth- -18.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					previous status of "Very Low"= 15 point increase each year.	
1.5	Every pupil in the school district has sufficient access to standards aligned instructional materials	SARC and Williams Report: 2020-21: 100% of students have access to standards aligned instructional materials	SARC and Williams Report: 2023-24: 100% of students have access to standards aligned instructional materials	SARC and Williams Report: 2024-25: 100% of students have access to standards aligned instructional materials	SARC and Williams Report: 100% of students have access to standards aligned instructional materials	0%
1.6	California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2022-23 Dashboard: Overall Average Score of 4.1	2023-24 Dashboard: Overall Average Score of 4.1	2024-25 Dashboard: Overall Average Score of 4.1	Dashboard: Overall Average Score of 4.4	0%
1.7	California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency	2022-23 Dashboard: Overall Average Score of 4.1	2023-24 Dashboard: Overall Average Score of 4.1	2024-25 Dashboard: Overall Average Score of 4.1	Dashboard: Overall Average Score of 4.4	0%
1.8	Teaching Assignment Monitoring Outcomes (TAMO) Report on Teacher Credentialing	TAMO 2022-23: 74.8% of staff are assigned and fully credentialed in the areas taught.	TAMO 2023-24: 73.9% of staff are assigned and fully credentialed in the areas taught.	TAMO 2024-25: 73.4% 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.	-0.5%

Goal Analysis [2025-26]

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

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

In 2025–26, Perris Union High School District implemented a coherent and substantially strengthened set of actions under Goal 1, reflecting the benefits of stable Curriculum and Instruction leadership and expanded Instructional Coaching infrastructure. All three actions were implemented as described in the adopted LCAP, with several substantive expansions beyond the original scope driven by mid-year strategic shifts, federal program clearance work, and new investments in English Learner services.

Action 1.1 – Literacy and Math: Enhancing the Core Curriculum

Action 1.1 was fully implemented in 2025–26 with a notably higher level of coherence than in the prior year. Stable C&I leadership throughout the full school year, combined with the addition of a dedicated Math Instructional TOSA in September 2025 and a newly built Instructional Coaching team operating at all sites on a near-daily basis, enabled the district to deliver the job-embedded professional development and instructional support that had been inconsistent in 2024–25.

In 2025–26, Action 1.1 began laying the groundwork for a more intentional academic Multi-Tiered System of Supports (MTSS) framework. The structures built this year, STAR and IAB screening, six-week PLC data cycles, embedded Instructional Coaching, expanded higher-level course access, and increased Summer School capacity, provide the early foundation on which Tier 1, Tier 2, and Tier 3 academic supports can be more deliberately defined and aligned. While PUHSD has historically operationalized MTSS most visibly in the behavioral and social-emotional domains, the 2025–26 implementation experience surfaced both the need and the readiness to develop a parallel academic MTSS structure with greater coherence in the year ahead. Initial MTSS framework development support from RCOE and Inflexion consultants this year has informed the district's thinking and positioned the 2026–27 work as a more focused, intentional build-out of academic MTSS across all content areas.

Renaissance STAR diagnostics were administered to over 7,700 students in ELA and 4,100 in Math by late September 2025, and CAASPP-aligned IABs were deployed districtwide in ELA, Math, and ELD beginning in August. By September 26, over 3,500 IABs and nearly 12,000 STAR assessments had been completed, establishing a shared data foundation for the new six-week PLC data cycles. Content-area PLC collaboration days were facilitated across all departments throughout the year, with teachers consistently reporting the quality of these sessions as high. The October 31 Certificated PD Day, engaged all certificated staff in workshops grounded in the district's five pillars.

Four substantive changes occurred under this action. First, math support sections that were initially funded through this action were moved to the General Fund at the end of first semester. In their place, the district opened additional sections to expand student access to higher-level math courses, a strategic shift from remediation to acceleration and access. Second, the district increased the Summer School budget under this action to provide additional ELA and Math learning opportunities for students below grade-level proficiency. Third, the online tutoring platform was transitioned from Pear Deck Tutor to Tutor.com in February 2026, at a cost reduction of approximately $117,000, and Graduation Alliance was phased out as a credit recovery platform in the fall semester.

Direct student voice from the March 2026 Superintendent's Student Advisory reinforced the value of coordinated academic support infrastructure. Liberty High School students proposed a multi-channel tutoring and reading recognition system anchored in existing district tools — STAR, IXL, Delta Math, AVID, and after-school peer tutoring — and articulated that the supports exist but awareness and coordination across them does not. This student-identified observation directly informs the work of the Instructional Coaching team and the February 2026 Tutor.com launch, which together aim to make the district's academic support stack more visible and coordinated for students.

Key successes include the establishment of functioning districtwide PLCs, universal assessment systems, the strategic shift to expanded higher-level course access, the Summer School budget increase, and the SAVVAS adoption. Site-level variability in PLC implementation depth remains an area of continued development, particularly in content areas beyond Math, which the Instructional Coaching team addressed by scheduling pull-out collaboration days across all departments in the spring semester.

Action 1.2 – Instructional Technology

Action 1.2 was implemented as planned, with the Instructional Coaching team providing embedded, site-based technology support on a near-daily basis across all campuses. This addressed the prior year's finding that technology was available but inconsistently integrated into instruction. The Respondus LockDown Browser was deployed districtwide in August 2025 to secure classroom assessments and limit unauthorized AI access during testing. The Illuminate data platform was integrated in August 2025 to enhance analytic support for PLCs. The district's first AI-focused professional development day was held February 6, 2026, in partnership with RCOE, and an AI Summit for EL students was held at Pinacate Middle School on February 27. The Aeries SIS transition was initiated in January 2026, with staff training scheduled for spring and summer 2026.

A significant addition to this action was the decision to increase technology support for students and pilot Apple devices as student devices, beginning with 9th graders at Paloma Valley High School. This pilot is designed to evaluate the impact of consistent, high-quality personal devices on student engagement and academic performance before broader district deployment decisions are made. Results from the pilot will inform 2026–27 planning. The shift from stand-alone PD workshops to embedded coaching represented a deeper implementation of the action's intent rather than a deviation from it.

Key successes include the Respondus rollout, the AI PD day and student AI Summit, the Apple device pilot launch, the Tutor.com transition, and the initiation of the Aeries transition. Consistent technology integration across all classrooms remains an ongoing challenge, with the embedded coaching model and the Apple device pilot serving as the district's primary strategies for deepening integration in 2026–27.

Action 1.3 – English Learner Supplemental Services

Action 1.3 showed the most significant structural improvement of the three Goal 1 actions. The most consequential investment was the hiring of a Coordinator of Multilingual Learners, to increase and improve services for English Learners and Long-Term English Learners districtwide. The Coordinator conducted site visits, aligned Designated ELD placement practices, led a Designated ELD training for all ELD teachers in October 2025, and began regular classroom walk-throughs at all sites. She surveyed all content-area SAC leads to assess capacity for supporting multilingual students and began integrating Designated and Integrated ELD strategies into Math PLCs in the second

semester. In November 2025, Instructional Coaches wrote new ELA III and IV courses aligned to ELD standards for Perris Lake High School students, correcting a compliance gap where students had previously lacked access to the legally required Designated ELD class.

The full EL program (Title III) was cleared with zero findings in February 2026. Summative ELPAC testing was completed districtwide in March and April 2026, with overall completion rates of 91.7% Listening, 85.6% Reading, 76.1% Writing, and 57.5% Speaking as of March 19. the 2025 ELPI of 47.6% represents an increase of 7.0 percentage points over the 2024 ELPI of 40.6%, and 1.7 points above the 2022–23 baseline of 45.9%. Long-Term English Learners improved to 50.4% making progress, up 8.8 points.

The original action centered on the Ellevation platform for EL professional development and LTEL case management. In 2025–26, the Coordinator of Multilingual Learners built a broader approach incorporating classroom walk-throughs, SAC surveys, individual EL Lead coaching, and PLC integration, going beyond the platform-centered model. The Coordinator position itself, while not explicitly named in the original action description, is the primary mechanism through which services were increased and improved, and its split-funded structure directly supports the increased and improved services requirement for unduplicated students. Additional program developments, the Dual Language Immersion planning for future program launch, the Latino Family Literacy Project, and the AI Summit for EL students, extended the action's scope in response to identified needs.

Direct student voice from the March 2026 Superintendent's Student Advisory provided student-side evidence relevant to this action's continued development. Heritage High School students proposed a bilingual peer tutoring program, articulating that many EL students struggle in Math and Science not with course content but with the language barrier, and that pairing EL students with bilingual upperclassmen would address both academic and belonging dimensions of EL support. This student-identified gap complements the Coordinator of Multilingual Learners' districtwide work to scale Integrated ELD across content areas and indicates that students themselves recognize language access as the central instructional challenge for EL peers.

Key successes include the FPM clearance with zero EL findings, DELAC and ELAC compliance, the ELPI improvement to Green, the LTEL improvement, and the correction of the Designated ELD access gap at Perris Lake High School. The primary remaining challenge is scaling consistent Integrated ELD implementation across all content areas and all sites. Full CAASPP ELA and Math outcome data for EL and LTEL subgroups will be entered as the Year 2 Outcome for Metrics 1.3 and 1.4 when the 2025 Dashboard is released.

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

1.1 Difference between Budgeted $4,408,066 and Estimated Actual Expenditures $4,284,357 is $123,709
Justification:

The $123,709 underspend in Action 1.1 reflects a strategic mid-year shift in how the district deployed math instructional resources. At the end of first semester, math support sections originally budgeted under this action were moved to the General Fund, and the district instead opened additional sections to expand student access to higher-level math courses. This shift redirected investment from a remediation model to an access-and-acceleration model, consistent with research supporting equitable access to rigorous coursework as a stronger lever for closing achievement gaps. Additionally, certain professional development conference expenditures originally planned under this action were ultimately charged to Resource 6019 (Student Support Professional Development Block Grant), which appropriately funded eligible

professional learning costs and freed LCAP resources for the expanded course access investment. The variance does not represent reduced services for students; rather, it reflects more strategic use of available funding streams to maximize instructional impact for unduplicated pupils.

1.2 Difference between Budgeted $2,966,123 and Estimated Actual Expenditures $4,783,823 is ($1,817,700)
Justification:

The $1,817,700 overspend in Action 1.2 reflects a substantive expansion of the action's scope in direct response to the prior year's finding that technology was available but inconsistently integrated into instruction. The most significant component of this variance is an approximately $1.7 million investment in the Apple device pilot, beginning with 9th graders at Paloma Valley High School, designed to evaluate the impact of consistent, high-quality personal devices on student engagement and academic performance before broader district deployment decisions. This pilot, which was not included in the original budget for this action, represents a deepening of the action's intent rather than a deviation from it, and pilot results will directly inform 2026–27 planning and the Action 1.4 LREBG-funded 1:1 device expansion. The remaining variance reflects increased salary and health and welfare costs associated with the embedded Instructional Coaching team, which was built out across the year to provide near-daily, site-based technology integration support at every campus. Both expenditure increases were intentional investments responsive to identified instructional needs and directly support the action's effectiveness, as described in Prompt 1.

1.3 Difference between Budgeted $1,276,873 and Estimated Actual Expenditures $1,445,200 is ($168,327)
Justification:
The $168,327 overspend in Action 1.3 reflects the addition of the Coordinator of Educational Services/Multilingual Learners position, which was not included in the original budget for this action but became the most consequential structural investment under Goal 1 in 2025–26. This split-funded position (LCAP and Title III) directly increased and improved services for English Learners and Long-Term English Learners districtwide by providing dedicated leadership for EL program development, Designated ELD placement alignment, classroom walk-throughs, professional development, and the correction of the Designated ELD compliance gap at Perris Lake High School. The addition of this position directly contributed to the outcomes described in Prompt 1, including the ELPI improvement from Orange to Green (47.6%, +7 points from 2024), the Long-Term English Learner improvement to 50.4% making progress (+8.8 points), and the Federal Program Monitoring clearance with zero EL findings. The remaining variance reflects increased salary and health and welfare costs for personnel supporting this action. The variance represents a strategic increase in services for unduplicated students and supports the increased and improved services requirement.

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

Action 1.1 — Literacy and Math: Enhancing the Core Curriculum
Effectiveness: Moderately Effective

Action 1.1's effectiveness is evidenced by movement on Metrics 1.1, 1.2, 1.3, and 1.4. On the ELA Academic Indicator (Metric 1.3), All Students improved 7.7 points from baseline (Status -36.9 to -29.2), with English Learners (+17.3), Long-Term English Learners (+10.2), Socioeconomically Disadvantaged students (+5.8), Hispanic students (+5.2), and Students with Disabilities (+4.4) posting the largest gains.

On the Mathematics Academic Indicator (Metric 1.4), All Students improved 17.5 points from baseline (Status -138.2 to -120.7), with English Learners (+23.7), Socioeconomically Disadvantaged students (+17.1), Hispanic students (+17.0), and Students with Disabilities (+13.9) gaining most. The English Learner Progress Indicator (Metric 1.1) improved to 47.6% making progress, moving from Orange to Green, and the EL Reclassification Rate (Metric 1.2) rose from 18.2% at baseline to 23.5% (+5.3).
Taken together, this metric movement supports a Moderately Effective rating: the action produced measurable, broad-based academic gains across most student groups over the LCAP cycle.

Effectiveness was not uniform, and the metrics identify where the action has not yet worked. Foster Youth declined on both academic indicators (ELA -14.7, Math -18.1 from baseline) and Homeless students declined in ELA (-24.0), while African American students made only modest Math gains (+3.1). These groups are the priority for intensified, targeted support within core instruction in 2026–27.

These results were enabled by the implementation work completed in 2025–26: stable Curriculum and Instruction leadership, a dedicated Math Instructional TOSA, the embedded Instructional Coaching team supporting math PLCs at every site, a continued universal assessment system (STAR diagnostics and CAASPP IABs administered with strong fidelity), and the strategic shift from remediation to acceleration and access. The March 2026 SAVVAS math adoption and the expanded Summer School allocation position the district to sustain these gains in 2026–27. Summative CAASPP results for 2025–26 were not yet available at the time of writing and will provide additional confirming evidence; the effectiveness judgment above rests on the Year 2 (2024–25) outcomes reflected in Metrics 1.1–1.4.

Action 1.2 — Instructional Technology
Effectiveness: Moderately Effective

Action 1.2's effectiveness is measured through Metrics 1.3, 1.4, and 1.5. By embedding technology integration within daily Tier I instruction, the action contributed to the academic gains reflected in the ELA Academic Indicator (Metric 1.3: All Students +7.7 from baseline) and the Mathematics Academic Indicator (Metric 1.4: All Students +17.5 from baseline), supporting the platforms, adaptive tools, and assessment systems through which that instruction is delivered. On Metric 1.5, the district sustained 100% student access to standards-aligned instructional materials across all sites (SARC/Williams), maintaining full access as device and platform infrastructure was refreshed. This combination of contribution to academic growth and sustained full materials access supports a Moderately Effective rating.

The metrics also show the limit of the action's impact to date: technology integration's contribution to academic achievement remains indirect and uneven across classrooms, and the academic indicators show the same subgroup gaps noted under Action 1.1 (Foster Youth and Homeless students in particular). Consistent, high-quality integration in every classroom is the area where this action has not yet fully achieved its intended effect.

The 2025–26 implementation strengthened the conditions for that integration: the shift from periodic workshops to near-daily embedded coaching on every campus, the Apple device pilot with 9th graders at Paloma Valley High School, the move to Tutor.com at higher quality and lower cost, the Respondus LockDown Browser rollout, and the in-progress Aeries SIS transition that will improve the accuracy of the data used to monitor all Goal 1 metrics in 2026–27. The Apple device pilot is generating evidence on the relationship between device quality and engagement that will inform 2026–27 deployment decisions and the Action 1.4 LREBG device expansion.

Action 1.3 — English Learner Supplemental Services
Effectiveness: Effective — Significant Improvement from Prior Year

Across the current LCAP cycle, Action 1.3 has progressed from a Year 1 (2024–25) implementation rated largely ineffective, with the ELPI declining from 45.9% to 40.6% and no ELA growth for EL students, to an Effective Year 2 (2025–26), driven primarily by the addition of a split-funded Coordinator of Multilingual Learners. The 2025 California Dashboard ELPI improved to 47.6% (Orange to Green), Long-Term English Learners improved to 50.4% making progress, and the district cleared Federal Program Monitoring with zero EL findings. The trajectory across the three-year cycle is strongly positive.

Action 1.3 demonstrated the clearest improvement trajectory of the three Goal 1 actions. In 2024–25, this action was rated largely ineffective, with the ELPI declining from 45.9% to 40.6% and EL students showing no ELA growth and declining Math performance. In 2025–26, structural changes — most importantly the addition of a split-funded Coordinator of Multilingual Learners — produced a measurable and meaningful reversal of that trend.

The 2025 California Dashboard ELPI improved to 47.6% making progress, an increase of 7.0 percentage points and a shift from Orange to Green. This represents the Year 2 Outcome for Metric 1.1 and reflects direct progress toward the Year 3 target of 65.9%. Long-Term English Learners also improved, with 50.4% making progress, up 8.8 percentage points, also at Green. These results indicate that the dedicated multilingual learner leadership, compliance-aligned ELD course development, teacher professional development, and classroom coaching delivered under this action are producing the intended effects.

The FPM clearance with zero EL findings validates that the programmatic and compliance infrastructure for this action, Designated ELD placement, ELPAC administration, professional development, and advisory committee function, is operating as required. The correction of the Designated ELD access gap at Perris Lake High School was a significant equity intervention, ensuring students at that site received services they were legally entitled to and had previously been unable to access.
The split-funded Coordinator position is particularly significant in terms of the increased and improved services requirement. By leveraging both LCAP and Title III funding to sustain this role, the district has created a durable structure for supporting English Learners and Long-Term English Learners that directly increases the quality and consistency of services provided to unduplicated students across all sites.

The primary area for continued growth is building consistent Integrated ELD fidelity across all content areas and all sites, a priority that will be carried forward explicitly into the 2026–27 plan.

Reviewed across the full 2024–27 LCAP cycle, all three Goal 1 actions demonstrate a positive three-year trajectory, with Action 1.3 showing the strongest improvement curve and Actions 1.1 and 1.2 showing steady, structurally-supported progress. No action meets the threshold for the three-year ineffectiveness designation under EC Section 52064. Accordingly, PUHSD will continue all three actions into 2026–27 with the intentional refinements described in Prompt 4, designed to deepen impact, sustain gains, and accelerate progress for the student groups whose outcomes have not yet shifted, most notably Foster Youth, Homeless students, Students with Disabilities, and African American students in Mathematics.

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.

The effectiveness analysis in Prompt 3 establishes that all three Goal 1 actions performed at the Moderately Effective to Effective level in 2025–26, with Action 1.3 demonstrating a particularly significant recovery from the prior year's results. No action meets the threshold for the three-year ineffectiveness designation under EC Section 52064. Reflecting on these effectiveness findings, PUHSD will continue all three Goal 1 actions in 2026–27 with intentional refinements designed to deepen impact, sustain gains, and accelerate progress for the student groups whose outcomes have not yet shifted, most notably Foster Youth, Homeless students, Students with Disabilities, and African American students in Mathematics. Educational partner feedback gathered through DELAC, ELAC, the LCAP Parent Advisory Committee, site School Site Councils, and the Superintendent's Student Advisory directly informs these refinements, with student voice represented from all schools shaping specific 2026–27 priorities.

Action 1.1 – Literacy and Math: Enhancing the Core Curriculum.
Building on the PLC infrastructure, coaching capacity, and assessment system, the focus of Action 1.1 in 2026–27 narrows toward strengthening Tier 1 instruction across all disciplines and most intensively in Mathematics, where growth remains minimal and four student groups remain in Red. The Curriculum and Instruction departmental structure and the Instructional Coach team will continue with their work, in partnership with site administrators and site leadership teams, anchored in calibrated Learning Walks, professional development grounded in research-based strategies, and PLC protocols that require disaggregated review of formative data by student group. The strategic shift from remediation to acceleration and access initiated mid-year in 2025–26 will be sustained, the increased Summer School allocation will continue, and the SAVVAS adoption will move from initial implementation to deeper integration as the new Tier 1 math curriculum. The Student Advisory observation that academic supports exist but coordination across them does not directly shapes the Instructional Coach team's 2026–27 work to make the district's academic support stack more visible and coordinated for students.

Expansion of the Academic MTSS Framework. A defining priority for Action 1.1 in 2026–27 is the formal expansion of the district's Multi-Tiered System of Supports to encompass academic intervention with the same coherence currently established in the behavioral and social-emotional domains. Building on the universal screening, PLC data cycles, embedded coaching, and expanded course access infrastructure established in 2025–26, the district will operationalize a districtwide academic MTSS framework that explicitly defines Tier 1, Tier 2, and Tier 3 supports in ELA and Mathematics, establishes consistent entry and exit criteria across sites, and creates a shared data review structure for identifying students in need of Tier 2 and Tier 3 academic support. The Instructional Coaching team, in partnership with site administrators, the Coordinator of Educational Services, and RCOE and Inflexion partners, will lead this framework development, with particular focus on ensuring that English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, Homeless students, and African American students receive timely, evidence-based intervention when universal screening or formative data indicates need. This expansion directly responds to the persistent Red and Orange performance levels in Mathematics for several unduplicated subgroups and the year-over-year ELA declines observed for Homeless and Foster Youth students, where strengthened Tier 1 instruction alone has not been sufficient to close gaps and a more coordinated Tier 2 and Tier 3 response is required. The academic MTSS framework will be developed in alignment with the behavioral MTSS structures already in place under Goal 3, creating a unified, whole-child system of supports across PUHSD.

Teacher Credentialing Data Accuracy (Metric 1.8). Reflection on the 2024 TAMO outcome (73.9% appropriately assigned and fully credentialed) and the 2025 TAMO outcome (73.4% Clear, Below State Average) identified that a contributing factor to the reported percentage was data reporting and CALPADS course coding rather than credentialing status alone. In response, Human Resources and Curriculum and Instruction established a cross-departmental collaboration in 2025–26 to verify teacher credentials and ensure courses are submitted to CALPADS with accurate course codes. This process will continue in 2026–27 to ensure that the Year 2 and Year 3 TAMO outcomes accurately reflect the district's actual credentialing status.

Action 1.2 – Instructional Technology.

The embedded coaching model that addressed the prior year's inconsistent technology integration will continue in 2026–27, with refined emphasis on the instructional moves that produce growth in core instruction, integration of educational technology, essential standards, and AVID WICOR strategies into daily Tier 1 instruction rather than as stand-alone activities. Building on the 9th grade Apple device pilot at Paloma Valley High School, the district will expand the student Apple device transition to additional grade levels at PVHS and pilot at PMS, advancing student capacity to access current instructional materials and technologies and aligning student device capabilities with the Apple environment teachers already use to streamline learning. The Aeries SIS transition initiated in January 2026 will be fully implemented, with continued staff training in spring and summer 2026.

Action 1.3 – English Learner Supplemental Services.

The 2025–26 effectiveness findings, particularly the ELPI shift from Orange to Green, the LTEL improvement, the FPM clearance with zero findings, and the correction of the Designated ELD access gap at Perris Lake High School, validate the structural changes adopted last year and direct the 2026–27 refinements. The Coordinator of Multilingual Learners role will be formally named in the 2026–27 Action 1.3 description as the primary mechanism through which services for English Learners and Long-Term English Learners are increased and improved districtwide. The primary 2026–27 priority, identified in Prompt 3, is building consistent Integrated ELD fidelity across all content areas and all sites. The Coordinator's work will continue and deepen the practices established in 2025–26, aligned Designated ELD placement, regular classroom walk-throughs, individual EL Lead coaching, and the integration of Designated and Integrated ELD strategies into content-area PLCs, beginning with Math and expanding to additional content areas. To operationalize the Integrated ELD priority at the classroom level, PUHSD will place bilingual paraeducators at every school site in 2026–27 to provide direct, in-classroom support to English Learners and Long-Term English Learners, including primary-language clarification of content, small-group support during Designated and Integrated ELD, and Newcomer onboarding. This classified staffing investment, funded through a combination of LCFF Concentration Grant Add-On and Title I, Part A resources, complements the Coordinator's coaching work and ensures that Integrated ELD strategies reach students in the content areas where the language-access gap is most pronounced. The Student Advisory observation that EL peers struggle in Math and Science with the language barrier rather than the content itself directly reinforces this Integrated ELD priority and will inform exploration of student-identified supports such as bilingual peer tutoring.

Target for Metric 1.2 - EL Reclassification rate has been changed to 25%. The original target of 16% has been surpassed.

Action 1.4 - LREBG Student Device Pilot for Learning Recovery

PUHSD received an additional $735,406 in Learning Recovery Emergency Block Grant (LREBG) funding during 2025–26, which the district elected to incorporate into the 2026–27 LCAP rather than execute a mid-year budget adjustment. As an LREBG-funded action, Action 1.4 is provided to all students at the designated pilot site and is non-contributing to the increased or improved services requirement, consistent with the funding source. Reflection on the 2025–26 implementation of Action 1.2 confirmed that the embedded coaching model and early Apple device pilot work produced the conditions necessary to move from initial pilot to full 1:1 implementation, but also confirmed that the pace of that transition is bounded by available device funding. Action 1.4 directs LREBG funds toward a full 1:1 student device pilot using Apple Neo devices at a designated comprehensive site, accompanied by professional learning for teachers on the integration of devices into evidence-based Tier 1 instruction. Teachers districtwide already operate in the Apple environment; Action 1.4 closes the student-side access gap so that all students at the pilot site have equitable, daily access to digital learning resources, intervention platforms, and core instructional materials. The action responds directly to findings in the 2025–26 LREBG Needs Assessment conducted pursuant to EC §32526(d), which identified every monitored student group, including African American, Hispanic, SED, SWD, EL, Foster Youth, and Homeless students, at the Very Low or Low status level in Mathematics and at Very High status for Chronic Absenteeism on the 2024 California School Dashboard. The pilot site will be selected to ensure the action serves a high concentration of students from groups identified in greatest need. The research basis draws on established findings regarding consistent 1:1 device access in secondary settings, including improvements in sustained engagement with adaptive learning platforms and access to high-impact tutoring and intervention tools, evidence-based learning recovery strategies aligned with the allowable uses of LREBG funds under EC §32526(c)(2). Monitoring metrics required under EC §52064.4 are detailed in the formal Action 1.4 description, and pilot evaluation findings will inform recommendations for expansion in subsequent LCAP cycles.

Changes to Metrics:
The metrics anchoring Goal 1 (Metrics 1.1–1.8) are retained for 2026–27. As a result of reflection on prior-year data and outcomes, the following changes were made to the metrics:

Metric reporting format: In the prior LCAP, several Year 3 targets and outcome entries were expressed as difference-from-baseline values rather than as target outcomes. For 2026–27, each metric states the intended Year 3 outcome, with a separate "Current Difference from Baseline" column reporting progress, consistent with the LCAP template.

Metrics 1.3 and 1.4 (ELA and Mathematics Academic Indicators): Foster Youth was added as a separately reported student group in both indicators. Foster Youth is one of the district's Differentiated Assistance student groups (identified for DA in ELA and Mathematics), and was added so that Foster Youth academic performance is tracked directly within Goal 1. The Year 2 data confirms the need: Foster Youth declined from baseline in both ELA (-14.7) and Mathematics (-18.1), directly informing the intensified, targeted supports planned for this group in 2026–27.

Metric 1.2 (EL Reclassification Rate): The Year 2 outcome was updated to 23.5%, and the Year 3 target was revised to 25%. The revised target reflects the district's improved reclassification trajectory following the structural changes in Action 1.3 and replaces a prior target that had been expressed as a difference value.

Metric 1.8 (Teaching Assignment Monitoring Outcomes): The reporting years were updated to reflect the most recently available TAMO data from the California School Dashboard — baseline 2023 Dashboard (2022–23: 74.8% Clear), Year 1 2024 Dashboard (2023–24: 73.9%), and Year 2 2025 Dashboard (2024–25: 73.4% Clear). The Year 3 target (88.7%) is retained. As described above, the district determined that

course-coding and assignment-reporting accuracy contributed to the reported percentages, prompting the Educational Services and Human Resources verification work in CALPADS and CALSAAS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Literacy and Math: Enhancing the Core Curriculum	Action 1.1 strengthens Tier I instruction in literacy and mathematics across all content areas, with intensified focus in 2026–27 on Mathematics. The Coordinator of Educational Services, District Librarian, and Learning Support SSC Coordinator align curriculum, professional development, supplemental resources, and intervention funding districtwide. The Instructional Coaching team operates at every site, supporting content-specific PLCs, calibrated Learning Walks, and research-based professional development. Universal progress monitoring continues through Renaissance STAR ELA and Math administered three times per year, with PLCs using CAASPP Interim Assessment Blocks in six-week cycles, and Tutor.com providing on-demand student support. The 2025–26 strategic shift from remediation to acceleration and access is sustained, with additional higher-level math course sections, reduced class sizes in reading intervention and below-grade-level math sections, and reading intervention sections for Newcomer English Learners under Education Code §306. The increased Summer School allocation continues to expand ELA and Math learning time. The SAVVAS adoption moves from initial implementation to deeper integration as the district's Tier I math curriculum, and the Instructional Coach team will improve coordination and visibility of the district's academic support stack for students. Professional development continues through the New Teacher Academy, October District PD Day, conferences, and ongoing coaching cycles.	$3,671,883.00	Yes
1.2	Instructional Technology	Technology integration in education refers to the incorporation of digital tools, devices, and resources into teaching and learning practices to	$3,618,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enhance educational experiences and outcomes. It encompasses hardware, software platforms, and professional development for educators and students, providing instant access to information and resources that support personalized learning. Action 1.2 continues the embedded coaching model to integrate educational technology, essential standards, and AVID WICOR strategies into daily Tier I instruction rather than as stand-alone activities. The districtwide Chromebook refresh sustains student device access, Canvas continues as the central learning management platform, and ClassLink, GoGuardian, Gaggle, and Respondus LockDown Browser support single sign-on access, instructional focus, student safety monitoring, and assessment security across all sites.		
1.3	English Learner Supplemental Services	Action 1.3 provides supplemental services and supports specifically and exclusively designed to meet the language acquisition and academic needs of English Learners and Long-Term English Learners, beyond what is available through core instruction. PUHSD operates a Structured English Immersion program in which nearly all instruction is delivered in English using curriculum designed for English Learners, with reduced class sizes for Newcomers and EL I, II, and III courses to support targeted instruction. Reading Intervention sections continue to provide Newcomer English Learners with structured ELA coursework under Education Code §306.	$1,437,512.00	Yes
1.4	LREBG: 1:1 Student Device Pilot for Learning Recovery	Through $735,406 in one-time Learning Recovery Emergency Block Grant (LREBG) funding, PUHSD will implement a 1:1 student device pilot using Apple Neo devices at a designated comprehensive site, accompanied by professional learning for teachers on integrating devices into evidence-based Tier 1 instruction. Teachers districtwide already operate within the Apple environment; this action closes the student-side access gap so all students at the pilot site have equitable, daily access to digital learning resources, intervention platforms, and core instructional materials. The pilot is designed to generate evidence of impact that will inform potential expansion to additional sites in subsequent LCAP cycles. This action responds to findings in the 2025–26 LREBG Needs Assessment conducted pursuant to EC §32526. The needs assessment identified every monitored student group, including African American,	$735,406.00	No

Action #	Title	Description	Total Funds	Contributing
		Hispanic, SED, SWD, EL, Foster Youth, and Homeless students, at the Very Low or Low status level in Mathematics and at Very High status for Chronic Absenteeism on the 2024 California School Dashboard. The pilot site will be selected to ensure the action serves a high concentration of students from these groups. Reliable 1:1 device access is foundational to the evidence-based learning recovery strategies identified in the needs assessment, including high-impact tutoring, oral language development, and EL Roadmap-aligned engagement. Research basis: This action is grounded in research on 1:1 device access in secondary settings, which associates reliable, daily student device access with increased student engagement, expanded use of adaptive and diagnostic learning platforms, and improved access to high-impact tutoring and intervention tools — each an evidence-based learning recovery strategy. These uses are aligned with the allowable uses of LREBG funds under EC §32526(c)(2), which authorizes expenditures for learning recovery strategies that increase or improve services for high-need students, including access to instructional materials, technology, and high-impact tutoring. The pilot is designed so that device access functions as the enabling condition for these researched strategies rather than as a standalone technology purchase. How 1:1 devices address the identified needs: The needs assessment identified low Mathematics achievement and high Chronic Absenteeism as the primary conditions to be addressed. Consistent 1:1 device access addresses the Mathematics need by giving every student at the pilot site daily, in-school and at-home access to adaptive math platforms, diagnostic and benchmark assessments, Tutor.com on-demand tutoring, and the SAVVAS digital math curriculum — tools that currently depend on shared or intermittent device access and therefore reach students unevenly. Reliable access allows these intervention and practice tools to be assigned and used as part of daily Tier 1 and Tier 2 math instruction rather than only when a device cart is available. The action addresses the Chronic Absenteeism need by enabling continuity of learning for students who are absent or in independent-study situations: students with a dedicated device can access assignments, recorded instruction, and intervention platforms when not physically present, reducing the instructional loss associated with absence and supporting re-engagement. Professional learning for teachers		

Action #	Title	Description	Total Funds	Contributing
		ensures devices are integrated into evidence-based instructional routines rather than used as a substitute for instruction. Monitoring Metrics (per EC §52064.4): Primary: CAASPP ELA and Mathematics performance (disaggregated by student group); course pass and D/F rates in gateway courses; local benchmark and diagnostic assessment data. Secondary: College/Career Indicator (CCI) status and CTE completion rates. Disaggregated reporting will be provided for the student groups identified in the needs assessment as in greatest need.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Graduation Rate	CA Dashboard (2022-23) Graduation Rate Districtwide Overall (All Students): All Students: 91.6%	CA Dashboard (2023-24) Graduation Rate Districtwide Overall (All Students):	CA Dashboard (2024-25) Graduation Rate Districtwide Overall (All Students):	CA Dashboard Target Graduation Rate Districtwide Overall All Students: 95%	CA Dashboard Graduation Rate Districtwide Overall (All Students):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Subgroups: All Students: 91.6% English Learners: 85.6% Foster Youth: 84.6% Homeless: 80.9% SED: 91.3% SWD: 78.3% African American: 84.7% Hispanic: 91.8% White: 90.7% Native Hawaiian/Pacific Islander 91.7%	All Students 94.2% Student Subgroups: African American: 95.3% Hispanic: 94.1% SED: 94% White: 93.8% Homeless: 93.8% LTEL: 90.5% SWD: 84.3% English Learners: 86.5% Foster Youth: 78.9% Native Hawaiian/Pacific Islander: NA NA: Student data not displayed for privacy	All Students: 93.2% Student Subgroups: African American: 96.6% Hispanic: 92.2% White: 92.7% EL: 83.4% LTEL: 86.2% Foster Youth: 81.3% Homeless: 90.8% Pacific Islander: NA SED: 93.1% SWD: 86.9% NA: Student data not displayed for privacy	Student Subgroups: English Learners: 89% LTEL: Foster Youth: 88% Homeless: 85% Pacific Islander: NA SED: 96% SWD: 83% African American: 89% Hispanic: 95% White: 94% NA: Student data not displayed for privacy	All Students: +1.6% Student Subgroups: African American: +11% Hispanic: +.4% White: +2% EL: -2.2% LTEL: -4.3% (from Y1 - first reporting year) Foster Youth: -3.3% Homeless: +9.9% SED: +1.8% SWD: +8.6%
2.2	LEA A-G Completion Rate: All Students	CA Dashboard Additional Reports A-G (2022-23) Districtwide Overall (All Students): All Students: 37.9% Student Subgroups (selected): English Learners: 12.9% Foster Youth: 7.7% Homeless: 23.2% SED: 34.0%	CA Dashboard Additional Reports A-G (2023-24) Districtwide Overall (All Students): All Students: 37.1% Student Subgroups (selected):	CA Dashboard Additional Reports A-G (2024-25) Districtwide Overall (All Students): All Students: 48.2% Student Subgroups (selected):	CA Dashboard Additional Reports Target A-G Completion Rate Districtwide Overall (All Students): All Students: 42% English Learners: 17% Foster Youth: 12% Homeless: 27%	CA Dashboard Additional Reports A-G Districtwide Overall (All Students): All Students: +10.3% Student Subgroups (selected):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 10.2% African American: 33.9% Hispanic: 33.2% Pacific Islander: 41.7% White: 46.7% LTEL: NA LTEL was not a subgroup on the Dashboard for the 2022-23 school year	English Learners: 13.3% Foster Youth: 10.5% Homeless: 21.4% SED: 34.9% SWD: 11.9% African American: 39.8% Hispanic: 33.9% Pacific Islander: NA White: 38.5% LTEL: 12.7% NA: Student data not displayed for privacy	English Learners: 22.8% Foster Youth: 28.1% Homeless: 32.8% SED: 45.4% SWD: 15.9% African American: 45.1% Hispanic: 45.0% Pacific Islander: NA White: 51.5%% LTEL: 22.6% NA: Student data not displayed for privacy	SED: 39% SWD: 15% African American: 38% Hispanic: 39% White: 50% Pacific Islander: NA White: 50% LTEL: 14% NA: Student data not displayed for privacy	English Learners: +9.9% Foster Youth: +20.4% Homeless: +9.6% SED: +11.4% SWD: +5.7% African American: +11.2% Hispanic: +11.8% Pacific Islander: * White: +3.3% LTEL: +9.9% (from Y1 - first reporting year)
2.3	LEA Percentage of pupils who have completed both A-G and CTE	CA Dashboard Additional Reports Percent A-G and CTE Completer (2022-23) Districtwide Overall (All Students): All Students: 7.1% English Learners: 3.9% Foster Youth: 3.8% Homeless: 5.2% SED: 6.8% SWD: 0.9% Pacific Islander: 0.0% African American: 3.2% Hispanic: 7.0% White: 7.5% LTEL: NA LTEL was not a subgroup on the	CA Dashboard Additional Reports Percent A-G and CTE Completer (2023-24) Districtwide Overall (All Students): All Students: 7.6% English Learners: 2.7% Foster Youth: 2.6% Homeless: 6.6% SED: 7.2% SWD: 1.6% Pacific Islander: NA	CA Dashboard Additional Reports Percent A-G and CTE Completer (2024-25) Districtwide Overall (All Students): All Students: 13.9% English Learners: 5.1% Foster Youth: 9.4% Homeless: 7.9% SED: 13.3% SWD: 3.0% Pacific Islander: NA	CA Dashboard Additional Reports Percent A-G and CTE Completer Target All Students: 17% English Learners: 13% Foster Youth: 13% Homeless: 15% SED: 16% SWD: 10% Pacific Islander: NA African American: 13% Hispanic: 17% White: 17% LTEL: 5%	CA Dashboard Additional Reports Percent A-G and CTE Completer Districtwide Overall (All Students): All Students: +6.8%Student Subgroups:English Learners: +1.2% Foster Youth: +5.6% Homeless: +2.7% SED: +6.5% SWD: +2.1% Pacific Islander: * African American: +9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard for the 2022-23 school year	African American: 7.3% Asian: 4.9% White: 8.6% LTEL: 2.7% NA: Student data not displayed for privacy	African American: 12.6% Hispanic: 12.3% White: 16.2% LTEL: 4.6% NA: Student data not displayed for privacy	NA: Student data not displayed for privacy	Hispanic: +5.3% White: +8.7% LTEL: +4.6% (from Y1 - first reporting year)
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: 16.18% English Learners (Ever ELs): 11.46% Homeless: 12.00% SED: 13.32% SWD: 3.48% African American: 14.45% Hispanic: 13.28% White: 21.39% EAP ELA College Ready Conditional (Standard Met) All Students: 29.88% English Learners (Ever ELs): 23.82% Homeless: 26.00% SED: 27.69% SWD: 13.92% African American: 32.37%	EAP ELA Scores (2023-24) English Language Arts EAP ELA College Ready (Standard Exceeded) All Students: 19.07% English Learners (Ever ELs): 11.30% Foster Youth: NA Homeless: 14.74% SED: 14.93% SWD: 2.69% African American: 13.21% Hispanic: 14.76% White: 29.53% EAP ELA College Ready Conditional (Standard Met)	EAP ELA Scores (2024-25) English Language Arts EAP ELA College Ready (Standard Exceeded) All Students: 19.87% English Learners (Ever ELs): 12.61% Foster Youth: 0.00% Homeless: 6.38% SED: 15.32% SWD: 4.10% African American: 22.06% Hispanic: 15.08% White: 31.19% EAP ELA College Ready Conditional (Standard Met)	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%	EAP ELA Scores English Language Arts EAP ELA College Ready (Standard Exceeded) All Students: +3.69% English Learners (Ever ELs): +1.15% Foster Youth: 0.00% Homeless: -5.62% SED: +2.0% SWD: +0.62% African American: +7.61% Hispanic: +1.83% White: +9.8% EAP ELA College Ready Conditional (Standard Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 27.48% White: 34.10% EAP Math College Ready (Standard Exceeded) All Students: 2.73% English Learners (Ever ELs): 1.57% Homeless: 1.01% SED: 1.81% SWD: 0.00% African American: 2.94% Hispanic: 1.72% White: 4.11% EAP Math College Ready Conditional (Standard Met) All Students: 10.55% English Learners (Ever ELs): 8.16% Homeless: 6.06% SED: 8.74% SWD: 0.95% African American: 11.18% Hispanic: 8.43% White: 12.32%	All Students: 31.56% English Learners (Ever ELs): 29.64% Foster Youth NA Homeless: 22.11% SED : 31.26% SWD: 11.04% African American: 27.67% Hispanic: 31.60% White: 33.92% EAP Math College Ready (Standard Exceeded) All Students: 3.53% English Learners (Ever ELs): 2.40% Foster Youth: NA Homeless: 1.04% SED: 2.63% SWD: 0.30% African American: 0.63% Hispanic: 2.07% White: 5.28% EAP Math College Ready Conditional (Standard Met)	All Students: 31.51% English Learners (Ever ELs): 28.60% Foster Youth: 33.33% Homeless: 21.28% SED: 30.33% SWD: 10.58% African American: 27.21% Hispanic: 31.05% White: 30.87% EAP Math College Ready (Standard Exceeded) All Students: 4.23% English Learners (Ever ELs): 2.57% Foster Youth: 0.00% Homeless: 0.00% SED: 2.99% SWD: 1.02% African American: 1.47% Hispanic: 2.58% White: 7.77% EAP Math College Ready Conditional (Standard Met)	SWD: 19% African American: 37% Hispanic: 38% White: 39% EAP Math College Ready (Standard Exceeded) All Students: 8% English Learners: 5% Homeless: 5% SED: 5% SWD: 3% African American: 8% Hispanic: 6% White: 7% EAP Math College Ready Conditional (Standard Met) All Students: 26% English Learners: 13% Homeless: 12% SED: 14% SWD: 5% African American: 25% Hispanic: 13% White: 17%	All Students: +1.63% English Learners (Ever ELs): +4.78% Foster Youth: 33.33% (No baseline or Y1 Outcome) Homeless: +4.72% SED: +2.64% SWD: -3.34% African American: -5.16% Hispanic: +3.57% White: -3.23% EAP Math College Ready (Standard Exceeded) All Students: -6.32% English Learners (Ever ELs): -5.59% Foster Youth: 0.00% Homeless: -6.06% SED: -5.75% SWD: -0.07% African American: -1.47% Hispanic: -0.86% White: 3.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 10.88% English Learners (Ever ELs): 6.78% Foster Youth: NA Homeless: 6.25% SED: 9.39% SWD: 6.25% African American: 7.55% Hispanic: 9.07% NA: Student data not displayed for privacy White: 18.77%	All Students: 12.22% English Learners (Ever ELs): 8.71% Foster Youth: 0.00% Homeless: 15.22% SED: 9.58% SWD: 1.02% African American: 11.76% Hispanic: 9.39% White: 16.18%		EAP Math College Ready Conditional (Standard Met) All Students: +1.67% English Learners (Ever ELs): +0.55% Foster Youth: 0.00% Homeless: +9.16% SED: +0.84% SWD: +0.07% African American: +0.58% Hispanic: +0.96% White: +3.86%
2.5	LEA CTE Course Completers (who are part of the graduation cohort)	CA Dashboard Additional Reports CTE Course Completer (2022-23) All Students: 12.40% English Learners: 10.30% Foster Youth: 11.50% Homeless: 7.20% SED: 12.60% SWD: 5.30% African American: 10.50% Hispanic: 13.10% White: 10.60%	CA Dashboard Additional Reports CTE Course Completer (2023-24) All Students: 14.90% English Learners: 10.10% Foster Youth: 10.50% Homeless: 16.00% SED: 14.70% SWD: 9.10% African American: 14.10% Hispanic: 15.00% White: 15.90%	CA Dashboard Additional Reports CTE Course Completer (2024-25) All Students: 20.70% English Learners: 10.10% Foster Youth: 12.50% Homeless: 17.59% SED: 20.30% SWD: 11.90% African American: 17.70% Hispanic: 19.20% White: 23.70%	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%	CA Dashboard Additional Reports CTE Course Completer All Students: +8.3% English Learners: -0.2% Foster Youth: +1.0% Homeless: +10.39% SED: +7.70% SWD: +6.60% African American: +7.2% Hispanic: +6.1% White: +13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	College and Career Indicator (CCI)	CA Dashboard Additional Reports CCI Indicator (2022-23) Prepared: 32.4% Approaching Prepared: 20.8% Not Prepared: 46.9% Percent Prepared English Learners: 10.00% Foster Youth: 11.50% Homeless: 20.20% SED: 29.30% SWD: 5.30% African American: 25.00% Hispanic: 28.70% White: 41.40% LTEL: NA LTEL was not a subgroup on the Dashboard for the 2022-23 school year	CA Dashboard Additional Reports CCI Indicator (2023-24) Prepared: 34.40% Approaching Prepared: 19.90% Not Prepared: 45.70% Percent Prepared English Learners: 10.30% Foster Youth: 10.50% Homeless: 20.90% SED: 32.00% SWD: 8.60% African American: 37.00% Hispanic: 30.20% White: 38.80% LTEL: 9%	CA Dashboard Additional Reports CCI Indicator (2024-25) Prepared: 45.80% Approaching Prepared: 17.00% Not Prepared: 37.10% Percent Prepared English Learners: 21.20% Foster Youth: 15.60% Homeless: 33.60% SED: 42.70% SWD: 11.80% African American: 35.40% Hispanic: 43.40% White: 49.50% LTEL: 19.1%	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% African American: 35% Hispanic: 38% White: 51%	CA Dashboard Additional Reports CCI Indicator Prepared: +13.4% Approaching Prepared: -3.8% Not Prepared: -9.8% Percent Prepared English Learners: 11.2% Foster Youth: 4.1% Homeless: +13.4% SED: +13.4% SWD: +6.5% African American: +10.4% Hispanic: +14.7% White: +8.0% LTEL: +9.3%
2.7	LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	District-wide 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%	District-wide AVID Participation Rate (2023-2024): 2075 total students English Learners 4.19% Foster Youth 2.07% Homeless 4.14% SED 18.60%	District-wide AVID Participation Rate (2024-2025): 2043 total students English Learners 3.9% Foster Youth % Homeless % SED 76.7%%	Local AVID Participation Rate Target Maintain student enrollment 2200-2300 English Learners: 17% Foster Youth: 10% Homeless: 17%	District-wide AVID Participation Rate: +63 total students English Learners - 1.66% Foster Youth % Homeless % SED -0.47% SWD +3.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 7.93% Hispanic: 76.62% White: 7.85%	SWD 3.52% African American 9.03% Hispanic 82.94% White 8.03%	SWD 5.7% African American 6.8% Hispanic 77.4% White 7.2%	SED: 87% SWD: 12% African American: 17% Hispanic: 86% White: 17%	African American -1.13% Hispanic -0.78% White -0.65%
2.8	LEA AP Scores	AP Data Local Pass Rate (2022-23): All Students: 37.66% English Learners: 2.08% Foster Youth: 0% Homeless: 2.36% SED: 67.08% SWD: 0.69% African American: 3.61% Hispanic: 58.61% White: 14.03%	AP Data Local Pass Rate (2023-24): All Students: 33.18% English Learners: 2.57% Foster Youth: 2.47% Homeless: 2.78% SED: 12.92% SWD: 1.52% African American: 7.66% Hispanic: 74.18% White: 18.16%	AP Data Local Pass Rate (2024-25) All Students: 60.09% English Learners: 58.33% Foster Youth: 0% Homeless: 46.00% SED: 61.20% SWD: 59.50% African American: 64.20% Hispanic: 55.00% White: 67.90%	AP Data Local Pass Rate All Students: 40% English Learners: 5% Foster Youth: 3% Homeless: 5% SED: 70% SWD: 3% African American: 7% Hispanic: 62% White: 17%	AP Data Local Pass Rate All Students: +22.43% English Learners: +56.25% Foster Youth: 0% Homeless: +43.64% SED: -5.88% SWD: +58.81% African American: +60.59% Hispanic: -3.61% White: -53.6%

Goal Analysis [2025-26]

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

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

In 2025-26, the Perris Union High School District implemented a broad and deepened set of actions under Goal 2, with meaningful progress across student support and intervention systems, CTE pathway development, and college and career readiness infrastructure. The majority of planned actions were implemented as described in the adopted LCAP, with several areas of notable expansion beyond the original scope driven by new partnerships, expanded enrollment, and system-level improvements.

Action 2.1 – Student Support and Interventions

The 25-minute extension of the instructional day continued in 2025-26 as the foundational investment of Action 2.1 and the largest investment in Goal 2. This additional daily instructional time created expanded opportunities for students across all comprehensive sites to complete A-G coursework, meet graduation requirements, recover credits, take more advanced and accelerated courses, and access intervention and remediation supports during the regular school day. The extended day was implemented with consistency across all comprehensive sites throughout the 2025-26 school year and provides the schedule structure within which the district's full range of student support and intervention strategies operates.

The expansion of A-G and advanced course access through the extended day directly contributed to significant gains observed in 2025 California Dashboard outcomes. A-G completion rose to 48.2% for all students, exceeding the Year 3 target of 42%, with substantial subgroup gains including English Learners (22.8%), Foster Youth (28.1%), Homeless Youth (32.8%), Long-Term English Learners (22.6%), and Students with Disabilities (15.9%). The 25-minute extension provides the schedule capacity that makes these gains possible, allowing students who would otherwise face scheduling conflicts between A-G coursework, intervention support, and elective access to pursue all three within the regular school day.

Beyond the extended day, Action 2.1 supported a layered set of programs that meet students' diverse remediation, acceleration, and re-engagement needs. Scholar Saturdays remained active across all school sites, contributing to credit completion and attendance recovery for students requiring time beyond the regular and extended school day. The Inland Online Academy (IOA) grew from 66 students at the start of the year to 206 students by January 2026, with a waitlist reflecting persistent demand. To strengthen equitable access within the virtual learning model, the district hired a full-time special education teacher and a counselor dedicated to IOA, and instructional coaches were embedded to support IOA teachers alongside comprehensive site teams. Independent Study Programs (ISP) showed strong year-over-year growth, with completion rates rising to 58% compared to 33% the prior year, and total days completed increasing from 68 to 233. By late March 2026, the district had recovered 15,000 ADA days toward a goal of recovering 45,000 additional days before year's end, with 2,800 students having achieved Perfect or Perfectly Recovered Attendance and a goal of reaching 5,000.

Credit recovery through Plato and on-demand tutoring through Tutor.com provided additional pathways for students working to meet graduation and A-G benchmarks. The Alternative Pathway to Diploma for moderate/severe students was also advanced through this action, with instructional coaches supporting teachers in developing these courses. These layered supports operate within the broader academic MTSS framework being formalized under Goal 1, providing the Tier 2 and Tier 3 intervention pathways through which students identified by universal screening receive targeted credit recovery, remediation, and re-engagement support during and beyond the regular school day.

Implementation challenges persisted in the areas of transportation access and site-level staffing variability, which continued to limit consistent participation in extended learning programs at some campuses. These barriers most significantly affected students requiring intensive re-engagement and credit recovery support, and contributed to the graduation rate declines observed for English Learners, Long-Term English Learners, Hispanic students, and Homeless students on the 2025 Dashboard despite the structural strength of the extended-day investment.

Action 2.2 – CTE Pathways

CTE pathway implementation in 2025-26 reflected a year of significant structural investment, industry alignment, and program development. A new CTE Team was launched at the start of the year and immediately engaged with RCOE CTE representatives, conducted campus visits to assess facilities and program needs, and established new industry and postsecondary partnerships. The CTEIG Grant Application was

submitted in August 2025 and the Perkins Annual Expenditure Report was filed, reflecting sound fiscal stewardship of CTE resources; these supplemental funding sources are matched with the district's LCAP investments in CTE.

A central focus of 2025-26 implementation was ensuring that CTE pathways are aligned to current industry standards and labor market needs. The CTE Team worked with site administrators and counselors to review and update pathway course sequences, ensuring that curriculum reflects relevant and up-to-date industry expectations and prepares students for certification and workforce entry. Significant work was also undertaken to update course records to ensure accurate CalPADS reporting, strengthening the district's ability to document and report CTE pathway completion data reliably, an area of vulnerability identified in the prior year's Goal Analysis.

PUHSD's RCOE CTE contract continued to provide the district with CTE credentialed teachers for its pathways, ensuring that students in CTE programs are taught by qualified instructors aligned to industry and credentialing standards. This contract is a critical structural support that enables PUHSD to sustain and expand CTE pathway offerings across comprehensive sites without the full burden of independent CTE teacher recruitment.

A formal CTE Advisory Committee was convened in 2025, well-attended by school representatives, the Chamber of Commerce, MSJC, and industry partners, establishing a community advisory structure that strengthens program relevance, industry responsiveness, and pathway accountability. A collaboration with neighboring Menifee Union SD (MUSD) was facilitated and specifically focused on CTE pathway articulation from middle to high school, directly addressing the vertical alignment gap identified in prior year implementation.

New pathway development moved forward at multiple sites. Construction and Child Development pathways were planned for Heritage High School, and a new TV Studio/Video Production facility at HHS advanced from design through vendor review and into the procurement process. Exploration of Pre-CTE connections at Pinacate Middle School was also initiated to build earlier student awareness of and engagement with career pathways. PUHSD Robotics teams ranked in the top 42 of 210 teams at the SoCal Regional competition, and LHS DECA earned SBE Gold Re-Certification, visible indicators of student engagement and achievement within CTE-connected learning.

Community feedback from the 2025-26 PUHSD Family and Community Survey (455 respondents across 6 campuses) reflected that CTE and Advanced Course Access scored 3.80 out of 5.00 districtwide (rated as "Needs Attention") with Pinacate MS scoring 3.31, the lowest among all sites. Twenty open-ended responses (5.6% of total) specifically cited college and career readiness as a family concern, with requests for clearer CTE pathway communication beginning in 8th and 9th grade and expanded dual enrollment information sessions. This feedback, combined with input from the CTE Advisory Committee, MSJC, the Chamber of Commerce, and industry partners, directly validates the district's broader investment in CTE expansion and enhancement across all sites, including new pathway development at Heritage High School, the planned return of the Medical pathway at Perris High School, the expansion of registered pre-apprenticeship access through the RCOE MOU, industry-aligned course sequence updates, and the MUSD-PUHSD middle-to-high school pathway articulation and Pre-CTE connections at Pinacate MS that directly respond to the earliest grade-band concerns identified by families. This feedback is also driving expanded promotion and visibility of PUHSD's CTE programs through ongoing CTE Advisory Committee meetings, the district's CTE Showcase, student participation in Career Technical Student Organizations (CTSOs) such as DECA, and additional marketing and outreach efforts designed to increase family and student awareness of available pathways across all campuses.

Action 2.3 – College and Career Readiness Counseling and Supports

Implementation of college and career readiness counseling and supports was broad, deepened, and marked by several significant structural advancements in 2025-26. A formal MOU with California State University San Bernardino (CSUSB) for Concurrent and Dual Enrollment and Cal-GETC Pathway expansion was established in August 2025. Proposed dual enrollment courses and instructors were officially submitted to CSUSB for 2026-27 in January 2026, and articulation agreements with MSJC for 2025-26 were confirmed. A partnership with the University of Redlands for Dual Enrollment and CTE collaboration was also explored, and a meeting with La Sierra University regarding a direct admissions partnership was held in January 2026.

All district counselors were trained in CASC Solutions-Focused Counseling Techniques in February 2026, directly addressing the counselor capacity concern identified in the prior year's Goal Analysis. The C&I Director met individually with counseling teams at each site early in the school year, and an RCOE-led data systems training for counselors, registrars, and administrators was held in December 2025, working to standardize college and career planning practices across all schools. A PUHSD-specific Master Schedule training brought counselors, APs, and principals together to align scheduling philosophies districtwide.

AVID implementation was active and differentiated across sites. Top AVID initiatives at each school included rigorous coursework at LHS, digital planners at PMS, WICOR strategies at HHS, college visits at PVHS, and pre-collegiate preparation at PHS. Parent workshops connected to college and career readiness averaged 30 participants per seminar. FAFSA/CA Dream Act workshops and outreach continued districtwide, with community liaisons supporting multilingual family access to application resources. The Latino Family Literacy Project was launched, and an AI Summit for EL students was held at Pinacate, both expanding postsecondary readiness programming for underserved student groups.

Graduation Alliance continued as a college and career readiness support, providing one-on-one academic coaching and postsecondary planning for students at risk of disengagement, with utilization in 2025-26 coming in below initial projections as students were increasingly served through expanded in-house counseling capacity, IOA programming, and the universal CASC counselor training described above.

Counselor continuity remained a structural challenge in 2025-26. While significant investment was made in training, onboarding, and site-based support, turnover at some school sites continued to disrupt the consistency of individualized postsecondary planning services, particularly for the highest-need student subgroups.

Educational Partner Engagement and Student Voice

Direct student voice and family feedback substantially shaped the implementation experience of Goal 2 in 2025-26.

The 2025-26 PUHSD Family and Community Survey (455 respondents across 6 campuses) showed that Goal 2 indicators consistently scored in the "Needs Attention" range. CTE and Advanced Course Access scored 3.80 districtwide, with Pinacate MS scoring the lowest at 3.31. Counseling Support for College and Career scored 3.85 districtwide, with Paloma Valley HS at 3.70, the lowest among comprehensive high schools. College and Career Information scored 3.93 districtwide, with Pinacate MS at 3.15, the lowest score of any site on any Goal 2 indicator. Across twenty open-ended responses specifically citing college and career readiness as a family concern, families requested FAFSA Night at all sites, 4-year academic plans beginning in 9th grade, dual enrollment information sessions, and clearer CTE pathway communication beginning in 8th and 9th grade. One family stated directly: "Provide college and career readiness before he graduates.

Provide CTE courses so he can graduate with his college degree." These responses reflect that multilingual and unduplicated families value these supports deeply but are not receiving them consistently or equitably across all campuses.

The Superintendent's Student Advisory Day gathered approximately 50 students from all sites, who identified college and career readiness as the most-named priority across the four LCAP goals, contributing 14 college and career readiness proposals across eight sites. Students from seven of nine sites independently named CTE pathway expansion as their top priority, the single most-named theme across all four LCAP goals. Most notably, students from Perris Lake High School, the district's continuation site, identified an unprompted equity gap: PLHS currently offers three electives and none of the CTE pathways available at peer sites, even though, in the words of the PLHS student team, "most of our students are wanting to go into Nursing, Engineering, Construction." This student-identified continuation-site equity gap directly informs the LCAP's Equity Multiplier focus goal at PLHS and reinforces the district's investment in pathway expansion as a continuation-site priority. Students from Inland Online Academy named the desire for career-specific course pathways available year-long within the online/hybrid model. Students at Perris HS proposed an annual student CTE interest survey as a districtwide course-planning instrument, articulating a clear theory of action that pathway interest is the upstream driver of student attendance and engagement.

Two student-named gaps under Action 2.3 merit specific attention. Students identified counselor consistency and follow-through as the specific issue, distinct from counselor presence: students requested that counselors align student schedules with stated postsecondary goals, conduct regular check-ins on future decisions, and provide transparent communication of graduation and postsecondary requirements. This student framing sharpens the district's existing identification of counselor turnover as an implementation challenge, suggesting that even where counselors are in place, students perceive a gap in goal-aligned advising consistency. Students additionally identified college affordability literacy as a distinct unmet need no other site raised, articulating that students do not know how to pay for college or pursue scholarships even when their academic pathway is in place. Students also named CALGETC alignment as a student-recognized lever for college transfer readiness, validating the district's Cal-GETC Pathway expansion work with CSUSB.

The consistency between family survey feedback and student advisory feedback across all three actions provided clear, mutually reinforcing direction for the district's investments in 2025-26 and continues to anchor the 2026-27 LCAP changes described in Prompt 4.

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

2.1 Difference between Budgeted $6,963,615 and Estimated Actual Expenditures $7,045,262 is ($81,647)
Justification:
The variance reflects increases in certificated and classified salaries and health and welfare benefits associated with the personnel supporting the 25-minute extended instructional day, which is the foundational investment of Action 2.1 and provides the schedule structure for A-G acceleration, graduation requirement completion, credit recovery, advanced course access, and intervention and remediation supports. The minor overage of approximately 1.2% above budget did not impact the implementation of Action 2.1, which was carried out as described in the adopted LCAP and produced the strongest A-G completion outcome of the three-year LCAP cycle, 48.2% districtwide, exceeding the Year 3 target of 42%, with significant subgroup gains including English Learners (22.8%), Foster Youth (28.1%), Homeless Youth (32.8%), Long-Term English Learners (22.6%), and Students with Disabilities (15.9%). The Inland Online Academy also grew from 66 to 206 students within this action's scope, with full implementation of associated programming.

2.2 Difference between Budgeted $4,183,077 and Estimated Actual Expenditures $4,503,069 is ($319,992)
Justification:
The variance reflects a strategic investment in CTE pathway expansion and program quality consistent with the implementation narrative for Action 2.2. The primary driver of the overage was the procurement of CTE Pathways and Project Lead the Way (PLTW) materials and equipment to support new pathway development, most significantly the launch of the Construction pathway at Heritage High School, which required substantial upfront investment in industry-aligned tools, equipment, and instructional materials. Increases in salaries and health and welfare benefits for District CTE Teachers and District Agriculture Teachers also contributed to the variance, reflecting the personnel costs of sustaining and expanding pathway offerings across comprehensive sites. The RCOE CTE Contract, which provides PUHSD with credentialed CTE teachers for its career pathways, continued to be a foundational investment under this action. The overall overage of approximately 7.6% above budget reflects deliberate investment in the structural and instructional capacity needed for new pathway development, advisory committee establishment, and industry alignment work described in Prompt 1, and did not reduce service delivery in any element of Action 2.2.

2.3 Difference between Budgeted $3,845,578 and Estimated Actual Expenditures $3,819,240 is $26,338
Justification:
The net variance of less than 1% below budget reflects offsetting underspends and overages across multiple line items within Action 2.3. The largest underspend was Graduation Alliance, budgeted at $120,000, where actual student utilization came in well below projection as students were increasingly served through expanded in-house counseling capacity, IOA programming, and the universal CASC Solutions-Focused Counseling training described in the implementation narrative. Additional underspends occurred in AP Testing, the AVID Center Contract, the RIMS AVID Contract, and select FAFSA/KOTC line items, where actual service delivery was achieved through complementary funding streams or reduced contract scope. These underspends were partially offset by higher-than-budgeted expenditures in counselor staffing and AVID release sections, reflecting the universal counselor training, RCOE Comprehensive Counseling Program implementation, and expanded AVID program participation described in Prompt 1. The net underspend did not reduce service delivery, Action 2.3 was fully implemented and produced the strongest Goal 2 outcome gains in the 2025 California Dashboard, including a College and Career Indicator Prepared rate increase to 45.8%, exceeding the Year 3 target of 42% for all students.

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

Action 2.1 – Student Support and Interventions: Highly Effective

Action 2.1 was highly effective in 2025-26, producing the strongest A-G completion outcome of the three-year LCAP cycle and providing the structural foundation for the broader gains observed across Goal 2. The 25-minute extension of the instructional day, as the largest single investment in Goal 2, demonstrated its value as the schedule infrastructure that enables A-G acceleration, graduation requirement completion, credit recovery, advanced course access, and intervention and remediation supports to operate concurrently within the regular school day.
The 2025 California Dashboard A-G completion rate rose to 48.2% for all students, a +10.3 percentage point gain from the 37.9% baseline and an outcome that exceeded the Year 3 target of 42% with one year remaining in the LCAP cycle. Subgroup gains were broad and significant: English Learners gained +9.9 points to 22.8% (exceeding the 17% target), Foster Youth gained +20.4 points to 28.1% (more than doubling the 12% target), Homeless Youth gained +9.6 points to 32.8% (exceeding the 27% target), Socioeconomically Disadvantaged students gained +11.4 points to 45.4% (exceeding the 39% target), Students with Disabilities gained +5.7 points to 15.9% (exceeding the

15% target), African American students gained +11.2 points to 45.1% (exceeding the 38% target), Hispanic students gained +11.8 points to 45.0% (exceeding the 39% target), and Long-Term English Learners reached 22.6% in their first reporting year. These gains reflect that the extended day is functioning as intended, providing students who would otherwise face scheduling conflicts between A-G coursework, intervention support, and elective access the schedule capacity to pursue all three.

The 2025 Dashboard graduation rate of 93.2% (Yellow, +1.6 points from the 91.6% baseline) presents a more complex picture that qualifies but does not diminish Action 2.1's overall effectiveness rating. Several subgroups improved substantially against baseline: African American students reached 96.6% (Blue, +11 points), Students with Disabilities improved to 86.9% (Green, +8.6 points), Homeless Youth reached 90.8% (+9.9 points), and Socioeconomically Disadvantaged students reached 93.1% (+1.8 points). However, year-over-year declines were observed for English Learners (83.4%, Orange), Long-Term English Learners (86.2%, Orange, -4.3 from Y1), Foster Youth (81.3%, Green from baseline but down 3.3 points from Y1), Hispanic students (92.2%, Yellow), and Homeless Youth (90.8%, declined from Y1 peak). These year-over-year declines indicate that while the extended-day infrastructure is structurally strong and producing measurable A-G gains, the intensity and targeted reach of credit recovery and re-engagement supports for the highest-need subgroups requires strengthening in the final LCAP year. Implementation challenges in transportation access and site-level staffing variability disproportionately affected these student groups and represent a primary lever for 2026-27 improvement.

Program-level evidence also supports the Highly Effective rating. Independent Study Programs completion rates rose from 33% to 58%, total days completed grew from 68 to 233, the district recovered 15,000 ADA days against a goal of 45,000 by year-end, and 2,800 students achieved Perfect or Perfectly Recovered Attendance toward a goal of 5,000. The Inland Online Academy expanded from 66 to 206 students, with the addition of a dedicated special education teacher and counselor ensuring equitable access within the virtual model. These program-level outcomes confirm that the layered support system funded under Action 2.1 is reaching students at scale.

Action 2.2 – CTE Pathways: Moderately Effective

Action 2.2 was moderately effective in 2025-26, with implementation evidence reflecting a year of meaningful infrastructure building, industry alignment, and data system improvement that has established stronger conditions for CTE completion outcomes in the final LCAP year. The 2025 California Dashboard CTE Course Completer rate rose to 20.7% districtwide, a +8.3 percentage point gain from the 12.4% baseline and within striking distance of the 22% Year 3 target. Subgroup gains were significant: Homeless Youth gained +10.39 points to 17.59% (exceeding the 17% target), White students gained +13.1 points to 23.7%, SED gained +7.7 points to 20.3%, African American students gained +7.2 points to 17.7%, and Hispanic students gained +6.1 points to 19.2% (exceeding the 13% target). However, English Learner completion declined slightly (-0.2 points to 10.1%), and Foster Youth gained only +1.0 point to 12.5%, indicating that while CTE Course Completion is expanding broadly, the unduplicated student groups most underrepresented in CTE completion data are not yet experiencing equitable access to the new pathway infrastructure.

The A-G and CTE Dual Completer rate rose to 13.9% districtwide, a +6.8 percentage point gain from the 7.1% baseline, with strong subgroup gains for African American students (+9.4 points to 12.6%), White students (+8.7 points to 16.2%), SED (+6.5 points to 13.3%), Foster Youth (+5.6 points to 9.4%), and Hispanic students (+5.3 points to 12.3%). English Learners gained only +1.2 points to 5.1%, again highlighting that EL students completing the rigorous combination of both A-G and CTE pathways remains the most persistent equity gap within Action 2.2.

The deliberate focus on aligning pathway course sequences to current industry standards, combined with the significant work to update course records for accurate CalPADS reporting, directly addresses the data accuracy and pathway coherence challenges identified in the prior year's Goal Analysis. These improvements strengthen the district's capacity to accurately document CCI-qualified pathway completions and make data-informed decisions about program investment going forward. The formation of a formal CTE Advisory Committee with community and industry representation, the MUSD-PUHSD vertical alignment collaboration, the new pathway launches at HHS, the TV Studio/Video Production program advancement, Robotics team competitive success, and DECA state-level achievement all point to an action that is building program quality, community visibility, and student engagement in meaningful ways.

Family and student voice qualifies the effectiveness rating in important ways. Community feedback indicates that families perceive CTE and Advanced Course Access as an area needing attention (3.80 districtwide), with Pinacate MS families rating it at only 3.31. Students from seven of nine sites independently named CTE pathway expansion as their top priority, and students from Perris Lake HS, the district's continuation site, identified an unprompted equity gap: PLHS offers three electives and none of the CTE pathways available at peer sites, even though students reported that most peers want to enter Nursing, Engineering, or Construction fields. This student-identified continuation-site equity gap qualifies the action's effectiveness, pathway expansion has advanced at comprehensive sites but has not yet reached PLHS — and directly informs the LCAP's Equity Multiplier focus goal at this site.

Action 2.3 – College and Career Readiness Counseling and Supports: Highly Effective

Action 2.3 was the highest-performing action under Goal 2 in 2025-26 and demonstrated its strongest results to date in the current LCAP cycle. The 2025 California Dashboard College and Career Indicator (CCI) Prepared rate rose to 45.8% districtwide, a +13.4 percentage point increase from the 32.4% baseline and the most significant single-year gain on this metric in the three-year cycle. The district exceeded its Year 3 target of 42% for the overall student population, a meaningful milestone in the final year of the LCAP cycle.

Subgroup performance showed broad and significant improvement against baseline. English Learners gained +11.2 points to 21.2% (Yellow, exceeding the 20% target), Hispanic students gained +14.7 points to 43.4% (Green, exceeding the 38% target), Socioeconomically Disadvantaged students gained +13.4 points to 42.7% (Green, exceeding the 39% target), Homeless Youth gained +13.4 points to 33.6% (Yellow, exceeding the 30% target), Long-Term English Learners reached 19.1% in their first reporting year (Yellow), Foster Youth gained +4.1 points to 15.6% (Yellow), Students with Disabilities gained +6.5 points to 11.8% (Yellow), and White students gained +8.0 points to 49.5%. These gains reflect the cumulative impact of AVID implementation, CSUSB and MSJC dual enrollment partnerships, universal CASC counselor training, and sustained FAFSA and college readiness outreach.

The RCOE CTE contract, which provides PUHSD with CTE credentialed teachers for its career pathways, continued to be a foundational cross-action support contributing to Action 2.3's effectiveness. By ensuring instructional quality and credential compliance across CTE pathway offerings, this contract directly enables students to qualify for CCI-prepared status through CTE pathway completion, making it a key structural lever in the district's overall college and career readiness outcomes and a clear example of how Actions 2.2 and 2.3 work in coordinated alignment to produce CCI gains.

Despite these gains, a specific and urgent equity concern requires direct acknowledgment and anchors the district's focus for 2026-27. African American students declined -4.3 points on the CCI Prepared rate, falling to 35.4% (Orange), the only subgroup to decline year-over-year and the only subgroup to move into a lower Dashboard performance level. This finding is particularly notable given that African

American students achieved one of the strongest A-G completion gains under Action 2.1 (+11.2 points to 45.1%) and the strongest A-G+CTE Dual Completer gain under Action 2.2 (+9.4 points to 12.6%). The disconnect between strong A-G and dual completion gains and a CCI Prepared decline for this specific subgroup warrants targeted analysis and a dedicated response in the final LCAP year, and is identified as a primary equity focus in the 2026-27 changes described in Prompt 4.

Other persistent gaps remain. Students with Disabilities (11.8%), Foster Youth (15.6%), and Long-Term English Learners (19.1%) remain below the district average and their respective Year 3 targets, and will require intensified, individualized counseling and postsecondary planning supports in the final LCAP year.

Community feedback reinforces the importance of this action while identifying gaps in consistency and reach. Counseling Support for College and Career was rated 3.85 districtwide, with Paloma Valley HS at 3.70, the lowest among comprehensive high schools. College and Career Information scored 3.93 districtwide, with Pinacate MS at 3.15, the lowest score of any site on any Goal 2 indicator. Students contributed 14 college and career readiness proposals across eight sites, the most-named action area across all four LCAP goals, and identified two specific gaps that qualify the action's effectiveness: counselor consistency and follow-through (distinct from counselor presence), and college affordability literacy as a distinct unmet need.

Counselor continuity remains the most significant structural challenge to this action's sustained effectiveness. Turnover at multiple sites in both the prior year and this year has disrupted individualized guidance for the students who need it most. The universal CASC training, site-by-site director meetings, and RCOE data systems training represent important investments in counselor capacity, but a more systemic onboarding and retention model will be necessary to ensure continuity of service in 2026-27.
Performance on Additional Goal 2 Metrics

EAP Scores (Metric 2.4) show mixed results that align with the broader patterns observed across Goal 2. EAP ELA performance improved meaningfully: the percentage of 11th grade students scoring Standard Exceeded rose to 19.87% (+3.69 from baseline), and Standard Met rose to 31.51% (+1.63 from baseline), with notable subgroup gains for English Learners (Ever ELs) in Standard Met (+4.78 to 28.60%), African American students in Standard Exceeded (+7.61 to 22.06%), and White students across both bands (+9.8 in Standard Exceeded, -3.23 in Standard Met). EAP Math performance presents a more concerning picture: Standard Exceeded declined to 4.23% (-6.32 from baseline), with declines across nearly every subgroup including English Learners (-5.59), Homeless (-6.06), and SED (-5.75). Standard Met in Math rose modestly to 12.22% (+1.67), but the dramatic decline in Standard Exceeded indicates that fewer 11th graders are achieving the highest level of college readiness in mathematics. This pattern aligns with broader districtwide and state trends in math performance and reinforces that the actions under Goal 2 must continue to operate in coordination with the mathematics-focused actions in Goal 1 to produce comprehensive college readiness outcomes. The EAP Math finding will be revisited in Prompt 4 as part of the overall metric review.

AVID Participation (Metric 2.7) and AP Scores (Metric 2.8) reflect data integrity questions that the district has identified and is addressing as part of the metric review described in Prompt 4. The dramatic shifts observed between baseline and Year 1 reporting in subgroup percentages — for example, SED AVID participation reported as 77.17% in baseline and 18.60% in Year 1, and SED AP pass rate reported as 67.08% in baseline and 12.92% in Year 1 — indicate methodology and definitional changes in how these subgroups were counted across reporting years rather than actual performance shifts of this magnitude. The district is reviewing these data sources to ensure consistent counting methodology across the remainder of the LCAP cycle. AVID enrollment grew from 1,980 students in 2022-23 to 2,075 in 2023-24,

reflecting steady participation growth, with 2024-25 final enrollment data pending finalization. AP local pass rate data for 2024-25 is similarly pending finalization. These metrics will be addressed with full transparency in the metric corrections described in Prompt 4.

Goal 2 outcomes in the 2025 California Dashboard reflect substantial cumulative progress across the three-year LCAP cycle. The district exceeded its Year 3 targets on the two primary outcome metrics, A-G Completion (48.2% vs. 42% target) and CCI Prepared rate (45.8% vs. 42% target), with one year remaining in the cycle, and produced significant subgroup gains across nearly every unduplicated student group. The structural investments in the extended instructional day, CTE pathway expansion and industry alignment, and college and career readiness counseling have demonstrated coordinated effectiveness. However, persistent equity gaps, most notably the year-over-year graduation declines for English Learners, Long-Term English Learners, and Hispanic students; the underrepresentation of English Learners in both CTE completion and A-G+CTE dual completion; the African American CCI decline; and the continued below-target performance for Students with Disabilities, Foster Youth, and Long-Term English Learners on CCI, anchor the district's focus for the final LCAP year and inform the changes described in Prompt 4.

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.

The 2026-27 LCAP is the final year of PUHSD's three-year LCAP cycle. The changes described below reflect evidence-based refinements grounded in the 2025 California Dashboard, 2024-25 CALPADS CTE Completer data, 2025-26 implementation evidence, the 2025-26 PUHSD Family and Community Survey, and the March 2026 Superintendent's Student Advisory. The goal statement, three primary actions (2.1, 2.2, 2.3), and Year 3 targets remain in place.

Changes to Action 2.1 — Student Support and Interventions

The 25-minute extended instructional day and layered intervention infrastructure will be sustained. The primary change for 2026-27 is intensified emphasis on reaching English Learners, Long-Term English Learners, Hispanic students, Foster Youth, and Homeless Youth, the subgroups that experienced year-over-year graduation declines on the 2025 Dashboard despite the district's overall A-G completion exceeding its Year 3 target. The district will continue to address transportation and site-level staffing barriers that limited extended learning participation in 2025-26, and will deepen IOA programming in response to student-identified gaps in career-specific course pathways within the online/hybrid model.

Changes to Action 2.2 — CTE Pathways

A foundational accomplishment of 2025-26 was the substantial work the district completed to ensure accurate CALPADS reporting for CTE pathway completion. The CTE Team systematically reviewed CTE course offerings across all comprehensive sites, updated course records and obtained Board approval for revised course sequences, ensured that courses students were enrolled in carried the correct CALPADS codes aligned to pathway completion criteria, and developed internal systems to ensure that CTE enrollment and completion data is recorded and reported correctly going forward. This work directly addresses the data accuracy challenge identified in the prior year's Goal Analysis and establishes 2024-25 CALPADS data as a reliable foundation for identifying and responding to equity gaps in CTE pathway completion.

Reflection on the now-accurate 2024-25 CALPADS CTE Completer data (Report 3.19) revealed critical equity gaps: English Learners

accounted for only 22 of 602 CTE completers (3.7%), Foster Youth for only 2 (0.3%), and Homeless Youth for only 11 (1.8%), significantly disproportionate to their enrollment share. Combined with family and student voice consistently naming CTE pathway expansion as a top priority, these findings anchor the following changes for 2026-27:

- New pathways: Heritage High School is adding a CTE Education pathway and a CTE Residential Construction pathway. Perris High School's Medical pathway will return following its 2025-26 pause.
- RCOE CTE Contract increase: The district is increasing the RCOE CTE Contract to provide the credentialed teaching capacity needed to staff the new and expanded pathways, ensuring that pathway expansion is paired with sustained instructional quality.
- Pre-apprenticeship expansion: A new MOU with RCOE will allow all PUHSD teachers — not only CTE teachers — to connect students to registered pre-apprenticeship opportunities, broadening work-based learning access for unduplicated students not enrolled in formal CTE pathways.
- Promotion and visibility: The district will expand CTE outreach through ongoing CTE Advisory Committee engagement, the CTE Showcase, expanded CTSO participation (including DECA), and additional marketing — directly responding to family requests for clearer pathway communication beginning in 8th and 9th grade.
- Sustained CALPADS data integrity: The district will continue to monitor and refine the CTE course coding, enrollment tracking, and completion reporting systems established in 2025-26, ensuring that 2025-26 and 2026-27 CALPADS CTE Completer data accurately reflects student outcomes and that equity gaps identified in this year's data can be tracked reliably over time.

Changes to Action 2.3 — College and Career Readiness

The most significant changes for 2026-27 expand the depth and breadth of college and career readiness programming across all PUHSD sites and refine the counseling systems that support student access.

Dual enrollment expansion: A new MOU with CSUSB launches dual enrollment across multiple comprehensive sites. An MOU with the University of Redlands is being finalized, and a new La Sierra University articulation will provide automatic admission to qualifying PUHSD graduates.
Cal-GETC expansion: Heritage High School will expand its Fast Track to College program in 2026-27. Liberty, Paloma Valley, and Perris High Schools are developing curricular options that provide students at each site with access to the Cal-GETC pathway through dual enrollment, concurrent enrollment, and AP course completion.

- AP pathway expansion: The district will expand AP pathways across all comprehensive sites in 2026-27, broadening the menu of CCI-qualifying college-credit options for students.
- IB exploration: PUHSD is beginning exploration of International Baccalaureate (IB) program implementation, including the IB Diploma Programme at Paloma Valley High School and Perris High School, and the IB Middle Years Programme at Pinacate Middle School. This exploration directly responds to family survey findings identifying Pinacate (3.15) and Paloma Valley (3.70) as the lowest-scoring sites on Goal 2 indicators. As of LCAP adoption, IB implementation is in the exploratory phase; feasibility analysis and educational partner engagement will occur during 2026-27 to inform potential implementation in the 2027-28 LCAP and beyond.
- Counseling systems refinement: In response to student-identified gaps in counselor consistency and follow-through, the district will standardize counselor onboarding, formalize expectations for goal-aligned scheduling and postsecondary planning check-ins, deepen RCOE Comprehensive - Counseling Program implementation, and strengthen counselor capacity to deliver college affordability literacy supports.

- Board Policy updates: Updated Board Policy now standardizes high school credit awarded for college-level courses and implements a 5.0 GPA weighting scale for dual enrollment coursework districtwide.
- Dedicated African American CCI focus: African American students were the only subgroup to decline on the 2025 CCI Prepared rate (-4.3 points to 35.4%, Orange), despite achieving the strongest A-G completion gain (+11.2 points) and the strongest A-G+CTE Dual Completer gain (+9.4 points) for any subgroup in the same year. This disconnect anchors a targeted analytical and programmatic focus within Action 2.3 in 2026-27, with the AP expansion and counseling refinements specifically designed to address this gap.

Changes to Metrics

PUHSD is establishing public-facing data, primarily the California School Dashboard, as the primary measurement standard for Goal 2 outcomes, with local data serving as supporting evidence. This principle ensures consistent methodology across reporting years, supports transparency for families and educational partners, and aligns the LCAP with the data CDE and RCOE use to evaluate district performance.

Consistent with this principle, the following metric refinements apply to the 2026-27 LCAP:

- Year 1 and Year 2 Outcomes for Metrics 2.1, 2.2, 2.3, 2.5, and 2.6 have been revised to reflect Dashboard data, aligning with the original Baseline source. Baselines remain unchanged as required. These revisions do not reflect a change in student performance, only a correction to ensure consistent year-over-year measurement.
- LTEL subgroup reporting has been added to Metrics 2.1, 2.2, 2.5, and 2.6 beginning with Year 1, expanding visibility into outcomes for this priority subgroup.
- Metrics 2.7 (AVID Participation) and 2.8 (AP Scores) require methodology correction. Internal review identified significant year-over-year shifts in subgroup percentages that reflect differences in how subgroup membership was counted across reporting years rather than actual changes in student performance. Year 2 Outcomes for both metrics will be reported using corrected methodology with full transparency about the change. Baselines remain unchanged.
- The District will review all Goal 2 metrics during 2026-27 to inform the development of the 2027-28 LCAP, with the goal of anchoring next cycle's metrics in public-facing data wherever appropriate and adding any new metrics needed to measure outcomes from IB, AP, and Cal-GETC pathway expansion.

These metric refinements were communicated to educational partners during the 2025-26 LCAP development process, including discussion at the Parent Advisory Committee.

Changes to Target Outcomes
Year 3 targets remain in place. The 2025 Dashboard data shows that the districtwide CCI Prepared rate (45.8%) and A-G Completion rate (48.2%) have already exceeded their Year 3 targets of 42% with one year remaining, and the CTE Course Completer rate (20.7%) is within 1.3 points of its 22% target. However, subgroup targets for Foster Youth, Students with Disabilities, and Long-Term English Learners on CCI, and graduation targets for English Learners and Foster Youth, remain unmet and anchor the district's focus for the final cycle year. Targets will be revisited comprehensively as part of the 2027-28 LCAP development.

Based on the analysis in Prompt 3, all three Goal 2 actions have demonstrated meaningful effectiveness over the three-year LCAP cycle: Action 2.1 produced A-G outcomes exceeding the Year 3 target, Action 2.2 produced significant CTE Course Completer gains approaching

the Year 3 target and built substantial new infrastructure, and Action 2.3 produced CCI Prepared outcomes exceeding the Year 3 target. No Goal 2 action is identified as ineffective. The refinements described above represent strengthening of effective actions, not replacement of ineffective ones.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Support and Interventions	Action 2.1 primarily funds the 25-minute extension of the instructional day, providing additional avenues for remediation, acceleration, and enrichment to enhance college and career readiness. The extended instructional time addresses academic gaps, accelerates learning, and engages students through increased daily instruction that contributes to overall academic success and postsecondary preparedness.	$7,304,384.00	Yes
2.2	CTE Pathways	Provide opportunities for students to engage in and complete Career Technical Education (CTE) pathways. This includes expanding access to CTE courses, ensuring adequate resources and materials for CTE programs, providing professional development for CTE teachers and upgrading facilities to support CTE instruction. align CTE curriculum and practices also need to align with industry standards, ensuring that students receive relevant and up-to-date training that prepares them for success in their chosen career fields.	$5,095,063.00	Yes
2.3	College & Career Readiness	Allocate resources, provide training, and offer support to develop and sustain a comprehensive counseling program dedicated to fostering college and career readiness. This encompasses the establishment of work-based learning opportunities, AVID participation, and internships.	$3,979,484.00	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	Suspension Rate: Ca Dashboard Data Quest (22-23): All Students: 6.4% Subgroup: English Learners: 8.2% Foster Youth: 15.9% Homeless: 8.4% SED: 9.6% African American: 10.1% SWD: 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% African American: 7.84% SWD: 12.4%	Suspension Rate: Ca Dashboard Data Quest (23-24) All Students: 3.4% Subgroup English Learners: 5.6% Foster Youth: 10% Homeless: 5.1% SED: 4.1% African American: 5.2% SWD: 5.8%	Suspension Rate: Ca Dashboard Data Quest (24-25) All Students: 2.8% Subgroup English Learners: 3.3% Foster Youth: 9.9% Homeless: 4.4% SED: 3.1% African American: 5.6% SWD: 5.8%	Suspension Rate: Data Quest (25-26): All Students: 3.25% Local Indicator: English Learners: 9.5% Foster Youth: 12.4% Homeless: 5.3% SED: 7.8% African American: 5.9% SWD: 7.3 %	Suspension Rate: Ca Dashboard Data Quest (24-25) All Students: 3.6% Subgroup English Learners: -4.9% Foster Youth: -6.0% Homeless: -4.0% SED: -6.5% African American: -4.5% SWD: -3.8%
3.4	Expulsion Rate	Indicator Expulsion Rate: Data Quest (22-23): All Students: 0.1% Local Indicator: African American: 0.0% English Learners: 0.1%	Indicator Expulsion Rate: Data Quest (23-24): All Students: 0.0% Local Indicator:	Indicator Expulsion Rate: Data Quest (24-25): All Students: 0.2% Local Indicator:	Indicator Expulsion Rate: Data Quest: (25-26) All Students: 0% Local Indicator:	Indicator Expulsion Rate: Data Quest All Students: +0.1% Local Indicator:

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 Youth: 0.0% SED: 0%	African American: 0.4% English Learners: 0.4% Foster Youth: 0.7% SED: 0.02%	African American: 0.0% English Learners: 0.0% Foster: 0.0% SED: 0%	African American: +0.4% English Learners: +0.3% Foster Youth: +0.7% SED: +0.02%
3.5	Middle School Dropout Rate All Students	Middle School Dropout Rate: Local SIS (22-23): 0% No data to report yet for the 23-24 school year.	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%	Middle School Dropout Rate: Local SIS: 0%	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%	High School Dropout Rate: Data Quest (23-24): 4.3%	High School Dropout Rate: Data Quest (24-25) 5.9%	High School Dropout Rate: Data Quest: 4.2%	High School Dropout Rate: Data Quest -0.6%
3.7	LEA Attendance Rate All Students	LEA Attendance Rate: Infinite Campus (22-23): 89.2% (Grades 9-12) Infinite Campus (22-23): 87.52% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 87.02%	LEA Attendance Rate: Infinite Campus (23-24): 88.88% (Grades 9-12) Infinite Campus (23-24): 88.62% (Grade 7-8 PMS) Total ADA to Enrollment (23-24): 88.86%	LEA Attendance Rate (24-25) CALPADS 89.71% (Grades 9-12) 88.63% (Grade 7-8) Total ADA to Enrollment (24-25) 89.61%	LEA Attendance Rate: Infinite Campus: 90.2% (Grades 9-12) Infinite Campus: 90.5% (Grade 7-8 PMS) Total ADA to Enrollment (22-23): 96.13%	LEA Attendance Rate CALPADS +0.51% (Grades 9-12) +1.11% (Grade 7-8) Total ADA to Enrollment +2.59%
3.8	Chronic Absenteeism Rate	Chronic Absenteeism Rate: CA Dashboard (22-23): All Students: 47.8% (Grades 7-8 PMS)	Chronic Absenteeism Rate: CA Dashboard (23-24):	Chronic Absenteeism Rate: CA Dashboard (24-25):	Chronic Absenteeism Rate: CA Dashboard:	Chronic Absenteeism Rate: CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 44% African American: 58.5% SED: 48.4% Hispanic: 46.8% SWD: 57.5% Homeless: 53.6% Chronic Absenteeism Rate: (Grades 9-12) Data Quest (22-23): All Students: 36.1% (Grades 9-12)	All Students: 41.8% (Grades 7-8 PMS) English Learner: 40.3% African American: 50% SED: 42.4% Hispanic: 40.9% SWD: 46.9% Homeless: 57.9% Foster: NA	All Students: 37.4% (Grades 7-8 PMS) English Learner: 33.7% African American: 56.4% SED: 38.2% Hispanic: 36.3% SWD: 47.4% Homeless: 50% Foster: NA	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% Chronic Absenteeism Rate: (Grades 9-12) Data Quest (25-26): All Students: 33% (Grades 9-12)	All Students: -10.4% (Grades 7-8 PMS) English Learner: -10.3% African American: -2.1% SED: -10.2% Hispanic: -10.5% SWD: -10.1% Homeless: -3.6% Foster: NA
3.9	Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: Zero	0
3.10	CHKS: School Climate Survey	Local Indicator: California Healthy Kid Survey (2023-2024) : 4,192 7th graders: 467 9th graders: 1,995 11th graders: 1,730 School Safety respondents felt safe at school: 7th graders: 52% 9th graders: 56%	Local Indicator: California Healthy Kid Survey (2024-25) : 4602 7th graders: 483 9th graders: 2339 11th graders: 1780 School Safety respondents felt safe at school: 7th graders: 51% 9th graders: 59%	Local Indicator: California Healthy Kids Survey (2025–26): 4,685 7th graders: 494 9th graders: 2,367 11th graders: 1,787 School Safety respondents felt safe at school: 7th graders: 57%	Local Indicator: California Healthy Kid Survey: 7th graders: 500 9th graders: 2,100 11th graders: 1,960 School Safety respondents felt safe at school: 7th graders: 54% 9th graders: 58%	Change vs. Baseline (2023–24 - 2025–26): Total respondents: +493 students 7th graders: +27 students 9th graders: +372 students 11th graders: +57 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th graders: 54% School Connectedness: 7th graders: 49% 9th graders: 48% 11th graders: 47% Respondents felt connected to school.	11th graders: 63% School Connectedness: 7th graders: 45% 9th graders: 51% 11th graders: 51% Respondents felt connected to school.	9th graders: 60% 11th graders: 65% School Connectedness: 7th graders: 53% 9th graders: 52% 11th graders: 53% Respondents felt connected to school.	11th graders: 56% School Connectedness: 7th graders: 51% 9th graders: 50% 11th graders: 49% Respondents felt connected to school.	School Safety (felt safe): 7th graders: +5% 9th graders: +4% 11th graders: +11% School Connectedness: 7th graders: +4% 9th graders: +4% 11th graders: +6& All indicators improved.

Goal Analysis [2025-26]

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

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

In 2025–26, PUHSD entered Year 2 of the 2024–27 LCAP cycle and significantly expanded its operational systems supporting Goal 3. All five Goal 3 actions were implemented as planned, but two structural shifts substantively changed the on-the-ground reality of the work: the establishment of a fully operational Pupil Services and Attendance system led by a districtwide Attendance Team supported by a Principal on Special Assignment, Attendance TOSA, Attendance Specialists, and Community Liaisons; and the relaunch of Inland Online Academy (IOA), which scaled from start-up to 250 students and became a primary vehicle for Attendance Recovery, alternative placement, and engagement of students at risk of disengagement. The 2025–26 California Healthy Kids Survey administration and the district LCAP family survey produced the strongest evidence base for Goal 3 decisions in the LCAP cycle to date, while the Superintendent's Student Advisory contributed direct student voice from nine sites to the implementation review. These changes produced a markedly different implementation environment than the one described in the 2025–26 LCAP.

Action 3.1 – Enhancing Student Support and Engagement

Action 3.1 was implemented across all comprehensive sites with athletic stipends, ASB, after-school programs, supplemental athletics support, and student organization advisor stipends sustained at planned levels. The most substantive difference between the planned and actual implementation involved the BARR program. After multi-year data review demonstrated that the BARR investment at Pƒerris High

School did not produce measurable improvements in academic indicators or in the College & Career Indicator (CCI), the district determined the program ineffective and concluded BARR funding at the end of 2025–26. The BARR program was originally implemented at Perris High School during the 2021–22 school year to address failing or at-risk-of-failing rates and academic disparities relative to other comprehensive high schools, but the program did not show the intended gains. PUHSD will not continue this investment in 2026–27.

Engagement programming continued to expand in other forms. The 2025–26 CHKS administration reported district student-voice strengths in High Expectations (66–72% across grade levels), Educational Goals/Aspirations (80–83% at Grades 9 and 11 plan to graduate and continue beyond high school), Peer Supports (77–81%), and Internal Assets, goals, self-efficacy, and empathy (70–74%). However, the same survey identified Meaningful Participation as the weakest student-voice indicator at 24–25% in Grades 9 and 11 (15% for Non-Traditional students), reinforcing the need to continue building student voice and engagement infrastructure beyond athletics and ASB.

Direct student voice from the Superintendent's Student Advisory corroborated the Meaningful Participation finding through a cross-site convergence on what students termed the engagement-to-attendance loop. Students across all PUHSD schools independently articulated the same theory of action: meaningful courses, programs, and activities produce attendance, and attendance produces academic outcomes. Heritage HS students framed it as "when students have a 'why' it tends to lead to better attendance, participation, and grades," while Paloma Valley HS students stated that "attendance is a big issue and students feel more motivated to come to classes that benefit them personally." This cross-site student framing indicates that engagement and attendance work cannot be separated programmatically and that Action 3.1 expansion should continue alongside Action 3.2 systems work in 2026–27.

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

Action 3.2 was the most substantively reshaped action under Goal 3 in 2025–26. Attendance recovery teams led by Pupil Services and a principal on special assignment became fully operational. The team built and deployed an integrated attendance system including: weekly Attendance and Suspension snapshots distributed to all sites every Monday; monthly attendance meetings and AP Attendance/Discipline meetings; standardized SARB processes (now including the Coordinator of Mental Health, District Counselor, and District Nurse) co-facilitated with the Riverside County District Attorney; and a districtwide "Attendance Every Period, Every Day" campaign with admin video, signage, and ParentSquare communications launched at the start of the year.

The most consequential implementation development was the establishment of a multi-stream Attendance Recovery system. By P1 reporting (January), 1.18% of total district ADA was generated through Recovery options. Year-to-date ADA Recovery production as of late March was approximately 15,000 days, with a P2 goal of recovering an additional 45,000 days to reach 95% ADA. Short-term ISP completion rates rose from 33% in the prior year to 58% in the first six weeks of 2025–26, with more ISP days recovered in the first semester alone than in all of 2024–25. The district-wide attendance capture rate increased from 92.21% in December to 92.87% in January. The formalized SARB process and Pupil Services partnership with the District Attorney are reaching families more effectively than in prior years. The Foster Youth reconciliation tool moved from 46.8% to 61.4% reconciled, and PUHSD hosted a Valley Region foster-youth collaboration with six neighboring districts.

Action 3.3 – Securing School Environments

Action 3.3 was implemented as planned. SROs, campus supervision, safety protocol updates, and facilities security upgrades continued at all sites. The Williams Report confirmed zero facilities incidents for the third consecutive year, and the 2025 Dashboard Suspension Rate continued declining to 2.8% (Green). The district added significant new safety infrastructure during 2025–26: Comprehensive School Safety Plan (CSSP) calibration work with Hour Zero, district-wide participation in the Great ShakeOut emergency preparedness drill, formalized Crisis Intervention and Risk Screening training for counselors, site administrators, social workers, and school psychologists at all sites, and ProAct training in the Spring. The district crisis team responded to several significant safety and climate events during the year, including coordinating crisis response, managing student walkouts, and coordinating two Title IX investigations. These responses reflected the maturation of district crisis-response infrastructure developed under Action 3.3 and Action 3.4.

Action 3.4 – Fostering Social and Emotional Health for Educational Success

Wellness Centers continued operations at all four comprehensive high schools, staffed with ERMHS clinicians, licensed social workers, substance abuse counselors, and wellness counselors. The Mental Health Coordinator role led significant Tier 2/3 system development during 2025–26, including: a referral flow chart developed jointly by the Behavioral Interventionist and Substance Interventionist; ATS (Alternative to Suspension) classroom needs assessments and site visits; districtwide two-part Crisis Intervention and Risk Screening training delivered to counselors, administrators, social workers, and school psychologists at all sites; ProAct training scheduling for January and February; and weekly District Social Worker meetings.

The 2025–26 CHKS data revealed that student mental health remains a significant area of concern. The administration produced disaggregated findings that were not previously available: chronic sadness/hopelessness among students at 25–31% (Grades 7–11); past-year suicide ideation at 8–11%; rates approximately twice as high among female students (35–40% chronic sadness) and up to 53–58% among nonbinary and gender-expansive students; and elevated rates among students with IEPs (35% chronic sadness at Grade 7, 16% suicide ideation versus 10% for non-IEP students). A treatment gap was also identified: only 10% of Grade 9 students who wanted to talk to a counselor reported actually receiving help, and only 13% of Grade 11 students strongly agree they know where to go at school for mental health support, indicating a Tier 1 access gap where students do not consistently know how to access the Tier 2/3 services PUHSD has built.

Parent voice from the 2025–26 CSPS confirmed that bullying is a major equity concern: parents of students with IEPs report bullying as a "large problem" at 29% versus 15% for non-IEP parents, and disability-related harassment was identified as a specific equity issue requiring dedicated protocols. The district's Tier 1 SEL curriculum remained under development and will continue to be refined for 2026-27.

Direct student voice from the March 2026 Superintendent's Student Advisory raised wellbeing dimensions that complement the CalSCHLS findings. Pinacate Middle School students named stacked homework and on-campus fights as primary climate concerns, while Paloma Valley HS students named extracurricular overload and burnout as wellness issues affecting attendance and grade volatility. These student-named concerns indicate that wellbeing implementation in 2025–26 reached the structural and Tier 2/3 dimensions of student mental health but did not yet address the workload, climate, and pacing dimensions students themselves identify as affecting their daily experience.

Action 3.5 – LREBG: Alternatives to Suspension (ATS) and Restorative Practices

Action 3.5 continued under Learning Recovery Emergency Block Grant (LREBG) funding and was implemented districtwide. ATS rooms, restorative conferencing protocols, and PBIS reinforcement were sustained at all comprehensive sites. The Mental Health Coordinator

initiated formal needs assessments of ATS classrooms and conducted site visits to standardize practice and identify support needs. The action contributed to the continued decline in suspension rate from 3.4% (Year 1) to 2.8% (Year 2).

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 $3,881,966 and Estimated Actual Expenditures $4,560,817 is ($678,851)
Justification:
Action 3.1 expenditures exceeded the budgeted amount by $678,851 due to expanded engagement programming and salary adjustments rather than a change in scope. Athletic stipends increased to support a larger number of coaching positions across comprehensive sites; supplemental athletic supports and attendance incentives were expanded in response to the engagement-to-attendance pattern identified by the Superintendent's Student Advisory and the Family and Community Survey; mariachi materials and the Paloma Valley HS E-Sports room were added as engagement programming aligned to the CalSCHLS Meaningful Participation finding; and certificated and classified salaries and health and welfare contributions increased per negotiated agreements. The BARR teacher positions referenced in initial budget planning were sustained through the 2025–26 school year as the multi-year evaluation period concluded; BARR will be discontinued effective end of 2025–26 and the funds will be redirected in 2026–27 as described in Prompt 4. The variance did not reduce the implementation of Action 3.1 as planned.

3.2 Difference between Budgeted $462,585 and Estimated Actual Expenditures $466,596 is ($4,011)
Justification:
The minor variance of $4,011 reflects salary and health and welfare adjustments per negotiated agreements. The variance had no impact on implementation; Action 3.2 was fully implemented at planned scope, and the attendance recovery infrastructure and Pupil Services Team described in Prompt 1 were sustained throughout the year.

3.3 Difference between Budgeted $676,775 and Estimated Actual Expenditures $665,984 is $10,791
Justification:
Action 3.3 expenditures were slightly below budget due to a decrease in the School Resource Officer contract amount and security supply budget. The underspend did not reduce implementation; SRO coverage was maintained at every site through contracts with the Menifee Police Department and the Riverside County Sheriff's Office, and the crisis response, Comprehensive School Safety Plan calibration, Crisis Intervention/Risk Screening training, and ProAct training described in Prompt 1 were delivered as planned.

3.4 Difference between Budgeted $5,419,392 and Estimated Actual Expenditures $5,006,148 is $413,244
Justification:
Action 3.4 expenditures were below budget by $413,244 due to two factors. First, the Assistant Principal position originally budgeted at Perris Lake High School was not filled and the role was absorbed into existing site administration, producing the largest single component of the underspend. Second, counselor and Mental Health Coordinator salary lines were budgeted above actual cost due to mid-year staffing transitions and conservative projections on grant-funded clinician costs (CYBHI, Community Schools, and School-Based Wellness Center grants). The variance did not reduce Wellness Center service delivery or the Tier 2/3 system development described in Prompt 1; the Mental

Health Coordinator role, ERMHS clinicians, licensed social workers, substance abuse counselors, and wellness counselors were sustained at all comprehensive high schools throughout 2025–26.

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

The effectiveness of each Goal 3 action is evaluated based on disaggregated outcome data from the 2025 California School Dashboard, findings from the 2025–26 CalSCHLS administration, the 455-respondent district family survey, and implementation evidence from Pupil Services. The discussion below identifies which student groups each action was effective for, where it fell short, and the implications for the 2026–27 LCAP.

Action 3.1 — Enhancing Student Support and Engagement: Partially Effective

Athletic stipends, ASB, supplemental athletics support, and after-school programs sustained student engagement at comprehensive sites and contributed to the school connectedness improvements visible in the 2025–26 CHKS data (Grade 9 connectedness 51% to 52%; Grade 9 felt-safe 59% to 60%). The BARR component of this action, however, was confirmed ineffective. Implemented at Perris High School beginning in 2021–22 to address failing and at-risk-of-failing rates and academic disparities relative to the other comprehensive high schools, BARR did not produce measurable improvement in academic indicators or in the College & Career Indicator across the four-year implementation period. The district has determined the program will be discontinued effective end of 2025–26.

The broader engagement work succeeded in maintaining baseline engagement at comprehensive sites but did not reach the most disengaged students, as evidenced by the 6.4-point increase in African American chronic absenteeism to 56.4% (Red) and the persistent 9.9% Foster Youth suspension rate. Meaningful Participation, the lowest-scoring CHKS student-voice scale at 24–25% in Grades 9 and 11 (15% for Non-Traditional students), indicates the action's reach into authentic student voice and decision-making remains underdeveloped. The 2026–27 LCAP will continue athletic stipends, ASB, and after-school engagement investments while discontinuing BARR and replacing it with a districtwide approach to Tier 1 student engagement, including Student Voice infrastructure and equitable engagement programming at PLHS and IOA.

Action 3.2 — Attendance Matters: The Key to Academic Achievement and Wellbeing: Highly Effective

Action 3.2 produced the most significant operational and outcome gains under Goal 3 in 2025–26. Districtwide chronic absenteeism declined an additional 4.4 points to 37.4% (continuing the downward trajectory from the 47.8% baseline). Multiple unduplicated student groups showed meaningful improvement: Homeless students declined 7.9 points to 50.0% (Red to Orange); LTEL students declined 5.3 points to 38.1% (Orange to Yellow); English Learners declined 6.6 points to 33.7% (Yellow); and Socioeconomically Disadvantaged students declined 4.2 points to 38.2% (Yellow). District and Site Attendance teams built systems that produce daily and weekly data, formalize SARB practice, and recover lost ADA at unprecedented scale. PUHSD's Attendance Recovery work is now of state-conference caliber, shared with peer districts at the State CASCWA Conference.

Despite these aggregate gains, this action was ineffective for African American students, whose rate increased 6.4 points to 56.4% (Red), and for Students with Disabilities, whose rate ticked up to 47.4% (Red). The districtwide system improvements did not translate to these two

groups, universal outreach protocols are not adequately diagnosing or addressing the specific barriers these students face. The CHKS data offers possible explanations: students with IEPs report 35% chronic sadness at Grade 7 (versus 24% for non-IEP) and 16% suicide ideation, indicating that mental health and school connectedness factors, not solely attendance interventions, drive their absences. Black/African American students reported the highest rates of "trouble focusing" across grade levels (45–49%), suggesting an instructional and engagement dimension to their attendance pattern. The 2026–27 LCAP will continue and scale the Attendance Recovery infrastructure and the Coordinator of Attendance role, while adding disaggregated, group-specific intervention plans for African American students and Students with Disabilities, embedding coordination with Special Education for SWD attendance case management, and aligning with Action 3.4 mental-health supports.

Action 3.3 — Securing School Environments: Effective

The suspension rate continued declining to 2.8% (Green) on the 2025 Dashboard, the Williams facilities standard was met for the third consecutive year, and SROs, supervision personnel, and CSSP infrastructure maintained consistent campus presence. Crisis response infrastructure matured visibly: Crisis Intervention and Risk Screening training reached all sites, three student walkouts were managed without escalation, and the district provided crisis response support to a neighboring district following a student death.

Two areas of concern temper this assessment. The 2025–26 CHKS: Parent Survey reports that 61% of HS parents see physical fighting as some level of problem and 44% see substance use as a problem, perception levels that exceed student self-reported incidence (5–6% in fights; 4–8% AOD use), but that still shape parent trust. The LCAP Family and Community Survey identified Bullying Awareness & Response as the lowest-scoring indicator district-wide (3.44/5.00), and parents of students with IEPs report bullying as a "large problem" at 29% versus 15% for non-IEP parents. The action is effective on suspension and facilities indicators but insufficient on bullying prevention and parent-perceived safety. The 2026–27 LCAP will continue current investment levels for SROs, supervision, facilities, and crisis training, while adding a specific anti-bullying component with disability-related harassment protocols, structured cyberbullying response, and transparent communication with parents about incidence, consequences, and prevention programming to close the perception-incidence gap.

Action 3.4 — Fostering Social and Emotional Health for Educational Success: Moderately Effective

Action 3.4 was moderately effective at Tier 2 and Tier 3, where Wellness Center service delivery is genuinely strong. Student utilization continued to rise, particularly among Foster Youth, Homeless students, and LTELs, exactly the groups the action targets. Staff capacity in trauma-informed practice, Crisis Intervention, Risk Screening, and (planned) ProAct continued building throughout the year. The Mental Health Coordinator role produced visible system improvements, including the BIS/Substance Interventionist referral flow chart, ATS classroom needs assessment, weekly Social Worker meetings, and the cross-departmental Foster Youth and McKinney-Vento supports developed in collaboration with Learning Support Services and RCOE.

The 2025–26 CHKS data establishes, however, that this action is not yet effective at Tier 1. The district has not adopted a Tier 1 SEL curriculum, and the consequences are now measurable: only 13% of Grade 11 students strongly agree they know where to go at school for mental health support, and only 10% of Grade 9 students who wanted to talk to a counselor reported actually receiving help. Students with IEPs experience chronic sadness at 35% (versus 24% for non-IEP), and female and nonbinary students experience chronic sadness at 35–58%. These rates are at public-health levels and are not addressable through Tier 2/3 services alone. Without a Tier 1 SEL framework, every Tier 2/3 service ends up reactive, demand will continue to outpace supply at smaller and alternative sites, and the 13% "know where to go"

rate cannot be moved at scale. The 2026–27 LCAP will continue and protect Wellness Center investment and the Mental Health Coordinator role, while adopting and beginning implementation of a districtwide Tier 1 SEL curriculum, adding a universal mental-health-resource orientation at every school each fall, adding protocols for disability-related bullying, and adding monitoring metrics specifically for the IEP, female, and nonbinary/gender-expansive subgroups identified in the CHKS data.

Action 3.5 — LREBG: Alternatives to Suspension (ATS) and Restorative Practices

Action 3.5 was highly effective. ATS and restorative practice programs are the most directly attributable driver of PUHSD's suspension rate decline from 6.4% baseline to 2.8% in 2024–25, a 3.6-point drop that moved the indicator two performance levels (Yellow to Green). Subgroup gains were significant: African American suspension declined 4.5 points (10.1% to 5.6%, though color shifted Green to Yellow); Foster Youth suspension declined 6 points; and SWD suspension declined 3.8 points. The Mental Health Coordinator's ATS classroom needs assessment and site visits in 2025–26 are positioned to drive further consistency and effectiveness across sites in 2026–27.

Overall Goal 3 Effectiveness

Collectively, Goal 3 actions contributed to safer and more supportive schools in 2025–26 and produced unprecedented operational infrastructure in attendance recovery, pupil services, and crisis response. ATS and restorative practices (Action 3.5) and the Attendance Recovery infrastructure under Action 3.2 produced the strongest measurable gains, while securing school environments (Action 3.3) maintained suspension and facilities outcomes at the highest levels of the LCAP cycle to date. Action 3.4 strengthened the Tier 2/3 mental health system, and Action 3.1 sustained engagement programming at comprehensive sites. The next year of the cycle, however, requires more targeted interventions for African American students, Students with Disabilities, female and nonbinary students, and students with IEPs experiencing chronic sadness, and requires building the Tier 1 SEL infrastructure that universal prevention depends on. The discontinuation of BARR and the reinvestment of additional LREBG funding into MTSS expansion reflect the district's commitment to directing resources toward what the evidence shows is working.

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.

Reflections on 2025–26 implementation produced three conclusions that shape the 2026–27 changes. Investments in attendance infrastructure, Wellness Center capacity, and Alternatives to Suspension and restorative practices are working and should be continued and scaled. The universal design of Goal 3 actions has produced uneven results across student groups, districtwide gains have not reached African American students or Students with Disabilities in attendance, nor students with IEPs, female, and nonbinary students in mental health, and the 2026–27 LCAP responds with disaggregated, group-specific intervention design. The absence of a Tier 1 social-emotional learning curriculum, and the parent-survey identification of bullying awareness and response as the lowest-scoring district-wide indicator, establish that universal prevention infrastructure must expand alongside Tier 2 and Tier 3 service capacity.

The Goal 3 statement remains unchanged. No baseline revisions are proposed for existing metrics carried forward from the 2024–25 LCAP. New metrics added for 2026–27 use 2025–26 data as their baselines, including disaggregated chronic absenteeism for African American students and Students with Disabilities, mental health access indicators from the 2025–26 California Healthy Kids Survey, an Attendance

Recovery output metric, and bullying-incidence sub-metrics for students with IEPs. Year 3 targets remain in effect, with Year 2 outcomes now entered for 2026–27 reporting based on the 2025 California School Dashboard.

Action 3.1 (Enhancing Student Support and Engagement) will discontinue the BARR program effective end of 2025–26 following multi-year evaluation confirming the program did not produce measurable improvement in academic or College and Career Indicator outcomes. Athletic stipends, ASB, supplemental athletics, and after-school programs will continue. Student Voice infrastructure will be added as a new sub-component, Student Advisory Committees, students seated on site councils, structured classroom protocols, and semester student climate surveys, in response to the 2025–26 California Healthy Kids Survey finding that Meaningful Participation registered at 24% in Grade 9, 25% in Grade 11, and 15% among Non-Traditional students. Equitable engagement programming requirements will be codified for Perris Lake High School and IOA with named programming and budget at each site.

Action 3.2 (Attendance Matters) will continue and scale the multi-tiered system that became fully operational in 2025–26. District Attendance Teams, Attendance TOSA, Attendance Specialists, and Community Liaisons will be sustained, and the new mid-year LCAP attendance action item added in November 2025 will be formalized for 2026–27. In response to the Year 2 regression for African American students (56.4% chronic absenteeism, Red) and Students with Disabilities (47.4%, Red), the action will add explicit, group-specific intervention plans, distinct case-management protocols designed for each group's identified barriers, including embedded coordination with Special Education for SWD attendance case management. The Attendance Recovery infrastructure and the Independent Online Academy will continue scaling. Action 3.2 will explore the addition of Child Welfare and Attendance (CWA) support to strengthen SARB facilitation, judicial coordination, AB1230 compliance, and intensive case management for chronically absent students.

Action 3.3 (Securing School Environments) will sustain School Resource Officer contracts with the Menifee Police Department (Heritage HS, Liberty HS, Paloma Valley HS) and the Riverside County Sheriff's Office (Perris HS, Pinacate MS, Perris Lake HS), alongside campus supervision, facilities security, and Comprehensive School Safety Plan maintenance at every site. The action will increase training and certification for Campus Supervisors and explore the potential addition of Campus Security Officers with enhanced training and certifications, and will significantly expand professional development for safety personnel and site staff in de-escalation, gang violence prevention and awareness, and human trafficking awareness. Action 3.3 will also explore the addition of CWA support, coordinated with Action 3.2, to provide districtwide expertise on suspension and expulsion procedures, AB1230 compliance, and the legal complexities of working with Foster Youth, Homeless students, and students transitioning between traditional and alternative settings.

Action 3.4 (Fostering Social and Emotional Health) will maintain Wellness Centers, the Mental Health Coordinator role, and grant-funded Tier 2 and Tier 3 staffing. The most consequential 2026–27 addition is the adoption and beginning of implementation of a districtwide Tier 1 social-emotional learning program, with associated training plan, rollout timeline, and implementation metrics named in the action description. The 2025–26 California Healthy Kids Survey established this as essential, only 13% of Grade 11 students strongly agree they know where to go at school for mental health support, and only 10% of Grade 9 students who wanted to talk to a counselor reported actually receiving help. A universal mental-health-resource orientation will be delivered at every school each fall. Specific monitoring and intervention design will be added for students with IEPs, female students, and nonbinary and gender-expansive students, the subgroups with the most severe chronic-sadness and suicide-ideation rates. Wellness Center access at Perris Lake High School and IOA will be strengthened. Action 3.4 will also expand the Community Schools Model, building an integrated student supports framework that connects Wellness Centers, attendance interventions, family engagement, academic supports, and community partnerships under unified site-based coordination. The Community

Schools Model is principally beneficial to unduplicated students by reducing service fragmentation and ensuring coordinated wraparound support rather than separate access points for each need.

Action 3.5 (LREBG: Alternatives to Suspension and Restorative Practices) will sustain ATS rooms and restorative practices districtwide. Action 3.5 will support a districtwide anti-bullying campaign in response to the 2025–26 PUHSD Family and Community Survey identification of Bullying Awareness and Response as the lowest-scoring district-wide indicator (3.44/5.00), the 2025–26 California School Parent Survey finding that 29% of parents of students with IEPs report bullying as a "large problem" versus 15% for non-IEP parents, and California Healthy Kids Survey data showing 28–29% of Grade 7 and Grade 9 students experienced bullying or harassment in the past year. The LREBG-funded campaign will include disability-related harassment protocols, structured cyberbullying reporting and response, restorative responses to repeat bullying incidents, peer-led prevention programming, and dedicated staff professional development on IEP student safety. Per Education Code §52064.4, the Action 3.5 description will identify the LREBG amount, research basis, and impact metric (Suspension Rate, Metric 3.1). PUHSD will identify the funding source that will sustain ATS, restorative practices, and the anti-bullying campaign in the 2027–30 cycle once LREBG is fully expended.

Together, the 2026–27 changes direct resources toward what the evidence shows is working, design interventions specific enough to reach the groups universal protocols have not served, and build the Tier 1 prevention infrastructure that the Wellness Centers, attendance teams, and ATS programs depend on for full impact. These changes position Goal 3 to close the equity gaps surfaced in 2025–26 and to enter the 2027–30 LCAP cycle with the strongest infrastructure for safety, attendance, mental health, and student wellbeing in PUHSD's recent history.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing Student Support and Engagement	Creating a nurturing environment where students thrive academically, socially, and emotionally and promoting teamwork and leadership to foster positive behavior and growth. Perris Union High School District will offer teacher and athletics stipends, provide academic and tutoring support, enhance after-school programs, and engage consultants for specialized support. The district will promote student leadership through ASB activities and will expand Student Voice infrastructure as a named sub-component of this action, including Student Advisory Committees, students seated on site councils, structured student-voice protocols in classrooms, and semester student climate surveys. Equitable engagement programming, including athletic stipends, club advisor stipends, ASB programming, and after-school supports, will be codified at Perris Lake High School and Inland Online Academy (formerly Scholar+) with named programming and	$4,520,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		budget at each site to address the engagement gaps documented for Non-Traditional students in the 2025–26 California Healthy Kids Survey.		
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, PUHSD will sustain its districtwide multi-tiered attendance and re-engagement system. This includes the District Attendance Team, supported by a Principal on Special Assignment, an Attendance TOSA, Attendance Specialists, and Community Liaisons, who collaboratively address attendance issues, identify barriers, and provide targeted interventions through home visits, parent meetings, individualized re-engagement plans, and language-accessible outreach. The action also sustains standardized SARB processes co-facilitated with the Riverside County District Attorney, weekly Attendance and Suspension data products distributed to all sites, and the multi-stream Attendance Recovery infrastructure (Scholar Saturday, Short-Term Independent Study, and the Infinite Campus Attendance Recovery Tool) built in alignment with California Education Code. The Inland Online Academy (IOA) will continue scaling as an alternative placement and re-engagement vehicle for students whose attendance pattern in traditional settings has produced chronic absenteeism. In response to the Year 2 regression on the 2025 California School Dashboard for African American students (56.4% chronic absenteeism, Red) and Students with Disabilities (47.4%, Red), the action will add disaggregated, group-specific intervention plans for these two groups, distinct from universal outreach protocols, including embedded coordination with Special Education for SWD attendance case management and direct alignment with Action 3.4 Wellness Center supports. The district will also explore the addition of Child Welfare and Attendance (CWA) support to strengthen SARB facilitation, judicial coordination, AB1230 compliance, and intensive case management for chronically absent students.	$468,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. To support unduplicated pupils in achieving their goals, Perris Union High School District will implement facilities upgrades, enhance risk management protocols, and allocate resources for security, including School Resource Officers (SROs). Additionally, the district aims to create conducive conditions for academic success and holistic development among unduplicated pupils.	$689,796.00	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. PUHSD will sustain Wellness Centers at all comprehensive high schools, staffed with ERMHS clinicians, licensed social workers, substance abuse counselors, and wellness counselors; the Mental Health Coordinator role; and school psychology, MTSS counselor, and crisis response training infrastructure. In 2026–27, the district will adopt and continue refining implementation of a districtwide Tier 1 social-emotional learning curriculum, deliver a universal mental-health-resource orientation at every school each fall, add targeted monitoring and intervention design for students with IEPs, female students, and nonbinary and gender-expansive students, strengthen Wellness Center access at Perris Lake High School and IOA, and expand the Community Schools Model to integrate Wellness Centers, attendance interventions, family engagement, and academic supports under unified site-based coordination.	$4,938,589.00	Yes
3.5	LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs	The Learning Recovery Emergency Block Grant (LREBG) funds ($1,401,637.00, inclusive of $101,658 indirect cost) have been strategically allocated to support PUHSD's continued implementation of Alternative to Suspension (ATS) and restorative practice programs and to support a districtwide anti-bullying campaign in 2026–27. This action aligns with the allowable uses outlined in Education Code §32526(c)(2), which authorizes expenditures that support learning recovery through integrated pupil	$1,401,637.00	No

Action #	Title	Description	Total Funds	Contributing
		supports and efforts to improve school climate and student well-being. ATS and restorative practices provide positive behavioral interventions that reduce suspensions and improve student-teacher relationships. These programs address underlying causes of absenteeism and disengagement, especially for high-need student groups (Foster Youth, African American students, Students with Disabilities, Homeless students, and Long-Term English Learners) who are disproportionately affected by exclusionary discipline. By creating inclusive and supportive environments, students are more likely to attend, engage in class, and experience improved outcomes in both behavior and academics. Evidence-based research supports the use of PBIS, restorative practices, and alternatives to suspension as effective approaches for improving school climate, reducing suspensions, and promoting student well-being. PBIS has been shown to reduce discipline referrals and improve academic and behavioral outcomes. Restorative justice practices foster accountability, strengthen relationships, and reduce repeat offenses. These approaches are especially effective for high-need student groups disproportionately impacted by traditional discipline. The 2025–26 California Healthy Kids Survey, California School Parent Survey, and PUHSD Family and Community Survey jointly establish bullying prevention as a 2026–27 priority: 29% of parents of students with IEPs report bullying as a "large problem" versus 15% for non-IEP parents (CSPS); Bullying Awareness and Response was the lowest-scoring indicator on the PUHSD Family and Community Survey (3.44/5.00, 455 respondents); and 28–29% of Grade 7 and Grade 9 students reported experiencing bullying or harassment in the past year (CHKS). Per Education Code §52064.4, the LREBG allocation of $1,401,637 supports learning recovery for unduplicated and high-needs students through integrated pupil supports (ATS and restorative practices) and improvement of school climate and student well-being (anti-bullying campaign). The research basis is the body of evidence supporting PBIS, restorative practices, and tiered behavioral supports as effective in reducing exclusionary discipline and improving climate for historically marginalized student groups. The impact metric is the Suspension Rate (Metric 3.1), supported by bullying and harassment indicators on CHKS, CSPS, and the PUHSD Family and Community Survey.		

Action #	Title	Description	Total Funds	Contributing
		Need Addressed: • Sustaining the suspension rate trajectory from 6.4% baseline (2022–23) to 2.8% (2024–25, Green) and continuing subgroup gains, including African American suspension reduction from 10.1% to 5.6% and Foster Youth reduction of 6.0 points across the cycle • Addressing bullying prevention as identified by parents, students, and the Family and Community Survey as the most urgent climate concern in 2025–26, with particular attention to disability-related harassment • Supporting conditions that improve attendance and academic engagement for high-need student groups, recognizing that exclusionary discipline disproportionately affects unduplicated students and contributes to chronic absenteeism • Providing the Tier 2/3 behavioral intervention layer that aligns with Action 3.4's wellness infrastructure and Action 3.2's attendance recovery system		

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 trainings/workshops and conferences.	2023-24: Districtwide Parent Participation: 20722	2024-25: Districtwide Parent Participation: 25213	2025-26: Districtwide Parent Participation: 18520	Districtwide Parent Participation: 22794	-2202

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent participation in the Community Advisory Committee for Special Education (CAC) Renamed to Special Education Parent Advisory Committee (SEPAC) in 2025-2026	2023-24: CAC average/participation attendance is 1	None	Renamed to Special Education Parent Advisory Committee (SEPAC): 57	Renamed to Special Education Parent Advisory Committee (SEPAC): average/participation attendance is 1	+56
4.3	California School Parent Survey (CSPS)	CSPS Respondents 2023-2024: 589	CSPS - Parent Survey Respondents 2024-2025: 357	CSPS - Parent Survey Respondents 2025-2026: 515	CSPS - Parent Survey Respondents: 600	-74
4.4	CSPS "School Seeks Input" strongly-agree rate (Revised)	CSPS "School Seeks Input" strongly-agree rate (Revised) Districtwide: 23% Middle School: 22% High School: 23% Non-Traditional: 33%	CSPS "School Seeks Input" strongly-agree rate (Revised) Districtwide: 26% Middle School: 15% High School: 26% Non-Traditional: 44%	CSPS "School Seeks Input" strongly-agree rate (Revised) Districtwide: 23% Middle School: 21% High School: 22% Non-Traditional: 78%	CSPS "School Seeks Input" strongly-agree rate (Revised) Districtwide: 30% Middle School: 30% High School: 30% Non-Traditional: 40%	CSPS "School Seeks Input" strongly-agree rate (Revised) Districtwide: -0% Middle School: -1% High School: -1% Non-Traditional: +45%
4.5	Attendance Rate per P2 LCFF Reporting	LCFF P2 Reporting Baseline: 2023–24: 88.5%	LCFF P2 Reporting: 2024–25: 90.65%	LCFF P2 Reporting 2025-26: 92.16%	LCFF P2 Reporting 2025-26: 94%	+3.66%
4.6	Family Engagement Feedback (LCAP Community and Parent Feedback Survey)	n/a	n/a	First Year of Implementation 2025-2026 3.94/5	4.2	n/a

Goal Analysis [2025-26]

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

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

In 2025–26, PUHSD advanced Goal 4 by maturing its home–school–community engagement work into a coherent, systemwide framework supported through braided funding across LCAP, Title I, and the California Community Schools Partnership Program (CSPP). All four Goal 4 actions were implemented; several were implemented in ways that exceeded the scope of the adopted 2025–26 LCAP.

Family voice flowed into District planning at unprecedented volume. The 2025–26 LCAP Community and Parent Feedback Survey gathered 455 respondents (358 English, 97 Spanish — 21%) across six campuses, with Goal 4 indicators averaging 3.94/5.00 districtwide. The 2025–26 California School Parent Survey (CSPS) drew 515 parents (467 high school, 35 middle school, 13 non-traditional), and the California Healthy Kids Survey reached 4,685 students. Districtwide workshop and event participation captured through the LCAP Participation Log Sheet reached 18,520 contacts in 2025–26.

Action 4.1: Enhancing Communication and Engagement was implemented at full scope. The Community Liaison structure, anchored by the Director of Learning Support Services and a Community Engagement Specialist, with bilingual Community Liaisons at each comprehensive site, was sustained and strengthened. Beginning in 2025–26, bilingual Community Liaison salaries transitioned from LCAP LCFF Supplemental & Concentration funding to Title I, as a deliberate braided-funding strategy aligning the funding source with the unduplicated populations primarily served. The LCAP-budgeted line for 4.1 now reflects classified extra-duty assignments and benefits that extend liaison capacity to evening events, weekend outreach, and home visits. The substantive expansion was the integration of liaisons into District attendance recovery, liaisons participate in site attendance huddles, conduct outreach to chronically absent students, and coordinate warm hand-offs to wraparound services. This contributed directly to the attendance increase from 88.5% (2023–24) to 90.65% (2024–25), recovering more than 10,375 instructional days. Family voice rated Welcoming Climate at 4.04 and Home Language Communication at 4.43, the highest indicator on the entire community survey.

Action 4.2: Empowering Parents was implemented at expanded scope. Districtwide workshops covered financial literacy, nutrition, SEL (United Families/Inspired Kids in partnership with Love 4 Life Association), suicide prevention, bullying prevention, FAFSA/CADAA, and college and career readiness. Hybrid delivery with Wordly simultaneous interpretation removed language as a barrier. Site offerings included Coffee with the Principal, ELAC, AAPAC, Parent Book Club, Loteria Night, PELI, the Latino Family Literacy Project, and Community Schools Parent Advisory meetings. The substantive expansion was parent-led workshop development, parents now facilitate How-to-Technology, Parent Book Club, and Infinite Campus/ParentSquare navigation sessions. Family Engagement and Workshops emerged as the #1 open-ended community feedback theme. The challenge was scheduling capacity: demand consistently outpaced delivery, particularly in spring.

Action 4.3: Community Collaborations was implemented with markedly improved consistency over Year 1. Formal partnerships deepened with the City of Perris, RCOE's Family Engagement Network, Riverside University Health System, the Perris Valley Chamber of Commerce, MSJC, CSUSB, Riverside City College, and Growing Inland Achievement. Cross-agency events expanded (Special Education Resource Fair, Kwanzaa Celebration, Hispanic Heritage Month, Red Ribbon Week, Great Kindness Challenge, National Parental Involvement Day, Public Volunteer Week, State of the District). CSPP-supported infrastructure enabled this expansion. The substantive expansion was systematization: standardized partnership tracking through the LCAP Participation Log Sheet, QR-coded site Resource Hubs at every

campus, and consistent documentation that was absent in Year 1. Year 2 also surfaced the structural insight driving Year 3: the partnership ecosystem can only reach unduplicated families at scale if supported by sufficient districtwide coordination capacity. The Community Engagement Specialist anchored partnership work but was structurally under-resourced for the volume the partnership ecosystem produced, a gap that Year 3 addresses through the addition of a new full-time District Community Liaison.

Action 4.4: Enhancing Community Engagement was implemented at expanded scope and represents the year's most significant infrastructure milestone. The District delivered the standardized districtwide stakeholder input toolkit (LCAP Community and Parent Feedback Survey, Parent Workshop Feedback Surveys via QR code, CHKS, CSPS), migrated to ParentSquare as the primary mass communication platform layered with Peachjar, Infinite Campus, marquees, social media, and in-person outreach, and launched Wordly AI real-time translation, eliminating the interpreter-scheduling bottleneck that had limited Spanish-speaking, Arabic-speaking, and other language-minority family participation. The substantive expansion beyond the adopted plan included the contract increase for the District's communications consultant, Adobe Creative Cloud procurement for multilingual flyer and recap video production, and the State of the District community event. Liaisons developed consistent recap and promotional video production paired with bilingual ParentSquare posts. Advisory structures expanded substantially at both site level (Community Schools Parent Advisory, ELAC, AAPAC, SSC) and District level (PAC, DELAC, CTE Advisory, SEPAC, Budget Advisory, Ethnic Studies Curriculum Review, Latino Family Literacy Project, Superintendent's Student Advisory).

The 2025–26 community feedback also revealed where two-way communication still has work to do. Communication and Information was the #2 open-ended theme; families value the District's communication investment but reported portal fragmentation. The LCAP Understanding indicator scored 3.77 and Input Opportunities scored 3.62, the second-lowest indicator on the community survey. The CSPS confirmed: only 23% of parents strongly agree the school actively seeks their input, with racial/ethnic disparities (White 12%, Black/African American and multiracial 19%, Hispanic/Latino 33%, Asian/Asian American 43%). EL parents report higher favorable perceptions than non-EL parents across nearly every CSPS indicator (42% vs. 29% on involvement promotion; 48% vs. 32% on safety; 82% vs. 68% on SEL responsiveness), a strength to protect and a model to generalize.Across all four actions, the most significant implementation development was the braided-funding strategy. Liaison positions, partnership coordination, and family workshop infrastructure are supported through coordinated LCAP LCFF Supplemental & Concentration, Title I, and CSPP funding. This strategic alignment ensured families experienced no service interruption, even where actual expenditure patterns differed from the originally adopted plan. The combined effect of Year 2 implementation has been to shift PUHSD's family engagement work from episodic events to a durable system of partnership that supports every other LCAP goal.

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 $0 and Estimated Actual Expenditures $0
4.1 Funding-Source Shift — Community Liaison Positions
Justification: In 2025–26, the bilingual Community Liaison positions were transitioned from LCAP LCFF Supplemental & Concentration funding to Title I funding. The LCAP-budgeted line for Action 4.1 in 2025–26 reflected only the classified extra-duty assignments and benefits associated with after-hours and weekend liaison work, not full-time liaison salaries, because the liaison salaries moved to Title I effective July 1, 2025. The decision was made to align funding sources with the populations primarily served — Title I is targeted to schools serving high concentrations of low-income students, which is the unduplicated population the liaisons most directly support — and to free LCAP LCFF

Supplemental & Concentration capacity for expanded investment in Actions 4.2 and 4.4. Service delivery was not reduced as a result of this funding shift: liaisons remained in their site assignments, the liaison infrastructure continued to operate at full scope, and the integration of liaisons into attendance recovery (documented in Action 4.1 above) was strengthened. This shift was communicated to educational partners through the LCAP Parent Advisory and Budget Advisory Committee during the 2025–26 educational partner engagement cycle.

4.2 Difference between Budgeted $162,135 and Estimated Actual Expenditures $107,004 is $55,131
Justification:
Action 4.2: Empowering Parents — Building Capacity for Student Success. Budgeted $162,135; Estimated Actual Expenditures $107,004; difference $55,131 underspent. The underspend reflects lower-than-projected expenditures on parent conferences and food/refreshments for parent workshops and events. Workshop scope and reach were not reduced, districtwide parent participation captured through the LCAP Participation Log Sheet reached 18,442 contacts year-to-date through April 2026 across PMS, PHS, HHS, PVHS, PLHS, LHS, District-Wide events, and PALS, and the action's substantive programming (United Families/Inspired Kids SEL series, financial literacy, nutrition, suicide prevention, FAFSA/CADAA Cash for College, parent-led workshops, the Latino Family Literacy Project, and Community Schools Parent Advisory) was delivered in full. The conference line item came in below budget because the District prioritized in-house and hybrid delivery using Wordly real-time translation rather than out-of-District conference attendance, and food expenditures for workshops were lower than the budgeted estimate as multiple sessions used donated or partner-provided refreshments through community partnerships established under Action 4.3.

4.4 Difference between Budgeted $152,407 and Estimated Actual Expenditures $207,539 is ($55,132)
Justification:
The overspend reflects three implementation decisions made during the 2025–26 year that expanded the scope of the action beyond the originally budgeted plan. First, the contract for the District's communications consultant was increased and community advertising. Second, Adobe Creative Cloud software was procured through SHI to support districtwide Canva-based branding standards, multilingual flyer production, recap and promo video production by liaisons, and the visual consistency of ParentSquare and Peachjar communications. Third, the District contracted with vendors to produce the State of the District Community event, which served as a districtwide two-way communication and educational partner engagement forum aligned to the LCAP and SPSA planning cycles.

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

Goal 4 actions have collectively been effective in advancing PUHSD's vision of a connected, equitable, and inclusive home–school–community system.

Action 4.1 — Effective. This action produced measurable impact on engagement and on Goal 3 attendance outcomes. The Community Liaison infrastructure proved high-leverage: the integration of liaisons into attendance recovery contributed directly to a 2.15-percentage-point increase in district attendance (88.5% to 90.65%) and the recovery of 10,375+ instructional days. Liaisons served as trusted, bilingual, culturally responsive connectors, especially impactful for English Learner, SED, foster youth, and homeless families. Districtwide parent participation rose from a 2023–24 baseline of 20,722 to 25,213 in 2024–25 (+4,491). The 2025–26 figure of 18,520 represents a year-over-year decrease attributable to the leveling-off of post-pandemic re-engagement and the operational stabilization of participation tracking, but the quality of family voice indicators continued to improve: Welcoming Climate 4.04/5.00 and Home Language Communication 4.43/5.00, the

highest-rated indicator on the entire community survey. The funding-source shift to Title I did not interrupt service delivery and freed LCAP capacity for the expansions under Actions 4.2 and 4.4.

Action 4.2 — Effective. The shift from one-time workshops to sustained, multi-session parent learning series produced meaningful capacity-building outcomes. Workshop participation totaled 18,520 contacts captured through the LCAP Participation Log Sheet. Family Engagement and Workshops was the #1 open-ended community feedback theme; Event Participation rated 4.12, Welcoming Climate 4.04, and Want More Involvement 3.82. Workshop & Event Feedback surveys showed an overall satisfaction average of 3.93/5.00. Parent-led workshops emerged as evidence of leadership development, with parents now facilitating How-to-Technology, Parent Book Club, and SIS navigation sessions. The action should continue with refinements to scheduling capacity, venue space, and topic responsiveness.

Action 4.3 — Effective (improved from moderately effective in Year 1). Year 2 implementation closed the consistency gap from Year 1. Formalized partnerships with the City of Perris, RCOE, RUHS, MSJC, CSUSB, RCC, GIA, and the Chamber of Commerce; standardized QR-coded site Resource Hubs; integration of community-based services through wellness centers and the CSPP framework; and districtwide tracking through the LCAP Participation Log Sheet produced visible improvements in family access to mental health, nutrition, housing, transportation, and postsecondary supports. Cross-agency events drew strong attendance across all sites. The remaining challenge is sustainability planning as CSPP implementation grant funds approach wind-down, addressed in Year 3 through the addition of the new District Community Liaison position and continued alignment of partnership functions to LCAP and Title I.

Action 4.4 — Effective in infrastructure development; family-experience outcomes lagging at comprehensive sites. The District delivered the infrastructure milestone committed to in the adopted 2025–26 LCAP: the standardized districtwide stakeholder input toolkit is operational, ParentSquare and Wordly removed platform fragmentation and language access barriers, and advisory participation expanded substantially. EL parents report higher favorable perceptions than non-EL parents across nearly every CSPS indicator, confirming the impact of sustained ELAC, DELAC, bilingual Community Liaison, and translated communications work. Three years of CSPS Table A6.1 data on "School Actively Seeks Input" reveal the action's differential impact: non-traditional sites climbed from 33% (2023–24) to 44% (2024–25) to 78% (2025–26), a 45-point cycle gain (small 2025–26 sample n=13; trend corroborated by other Year 2 indicators). Comprehensive sites were essentially flat over three years: Pinacate Middle School 22% to 15% to 21%; comprehensive high schools 23% to 26% to 22%. The pattern signals that infrastructure expansion is necessary but not sufficient, Year 3 must translate the standardized toolkit into experienced input opportunity at comprehensive sites.

Overall Goal 4 effectiveness. Goal 4 has produced its intended effect of strengthening home–school–community connections and communications. No Goal 4 action has been identified as ineffective over the three-year cycle, and therefore no action is subject to the required redesign provision under EC § 52064(b)(6). The combined effect of these actions, supported by braided funding and embedded within a Community Schools framework, has been to shift PUHSD's family engagement work from episodic events to a durable system of partnership that supports every other LCAP goal, especially attendance, student well-being, and academic achievement for unduplicated student groups.

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.

Because 2026–27 is the final year of the 2024–27 LCAP cycle, PUHSD's Year 3 changes are intentionally refinements rather than redirections, consolidating Year 2 gains so the 2027–30 cycle can begin from a position of strength. Goal 4 remains a Broad Goal addressing Priority 3 (Parental Involvement).

Action 4.1 — Continue. The District will sustain the Community Liaison infrastructure with liaison salaries supported through Title I and LCAP funding classified extra-duty assignments. Year 3 will formalize liaison integration into attendance recovery as a documented Tier 1 and Tier 2 strategy under MTSS, with explicit role clarity around site attendance huddle participation, family outreach for chronically absent students, and warm hand-offs to wraparound services.

Metric 4.1 — No change. The Year 3 target is 22,794 districtwide parent contacts, representing recovery from the Year 2 outcome (18,520) and continued growth toward the original three-year ambition.

Action 4.2 — Continue and refine. Year 3 will expand parent-led workshop offerings by formalizing a parent volunteer handbook, add programming responsive to family-identified priorities (digital safety, mental health, college and career readiness as requested through DELAC and AAPAC), and standardize hybrid delivery (in-person plus virtual with Wordly interpretation) for districtwide workshops.

Metric 4.2 — No change. Reflection on Year 1 and Year 2 indicates that special education family engagement now occurs primarily through SEPAC and IEP-based outreach rather than through a districtwide SEPAC. Year 3 measurement will explicitly include SEPAC participation alongside any reconstituted SEPAC structure.

Action 4.3 — Continue with sustainability focus and expanded coordination capacity. Year 3 will add a District Community Liaison position, funded 100% through LCAP LCFF Supplemental & Concentration grants. The position joins the Community Engagement Specialist to form the Community Partnership and Family Engagement Coordination Team, operating within a braided-funding structure (LCAP for the LCAP-described work; CSPP for broader Community Schools infrastructure; Title I for site-based liaisons under 4.1). The team serves two purposes: addressing the districtwide partnership coordination capacity gap identified through Year 2 reflection, and providing intensified partnership coordination at the District's alternative education sites to close the 38% feeling-welcomed gap documented in the 2024–25 Equity Multiplier stakeholder engagement. The expanded team is the structural piece that extends PUHSD's family engagement infrastructure to operate at the scale the partnership ecosystem makes possible, positioning the 2027–30 cycle with sustainable coordination capacity as CSPP funding approaches wind-down.

Metric 4.3 — Revised. The metric is being changed to report the number of parents who completed the CSPS, replacing the prior baseline and Year 1 outcomes that had been populated with districtwide parent participation counts from Metric 4.1. Reflection on prior practice revealed that the baseline and Year 1 outcomes for Metric 4.3 duplicated Metric 4.1 data rather than measuring CSPS completion. The revised metric reports the number of parents who completed the CSPS, aligns with the metric's name, accurately reflects the District's investment in the CSPS as a stakeholder input tool under Action 4.4, and provides a clean year-over-year comparison without duplicating Metric 4.1. CSPS substantive findings continue to inform the Action 4.4 IIS metrics. Educational partners were informed through the LCAP Parent Advisory and the standardized stakeholder input cycle.

Action 4.4 — Continue with central Year 3 strategy of generalizing what worked at non-traditional sites to comprehensive sites. Year 3 will deepen Wordly use across all advisory meetings, expand recap and promotional video production as standard practice, launch the formalized "you said / we did" closed-loop reporting cycle, and conduct differentiated listening sessions and Welcome Walks targeting Black/African American, multiracial, and White parent communities. The District will sustain the LCAP Parent Advisory as a year-round structure and work to reconstitute a DAAPAC.

Metric 4.4 — Metric definition refinement (baseline school year unchanged). The original 2024–25 LCAP carried a "TBD" placeholder. The District has refined the metric to the CSPS Table A6.1 "School Actively Seeks the Input of Parents Before Making Important Decisions" strongly-agree rate, a state-recognized indicator PUHSD has administered every year since 2023–24. The 2023–24 baseline school year is unchanged.

Three years of CSPS data reveal a clear pattern: districtwide strongly-agree rates moved from 23% (2023–24) to 26% (2024–25) to 23% (2025–26) — a return to baseline at the district level. Site-level disaggregation tells the more important story. Non-traditional sites climbed from 33% to 44% to 78% — a 45-point cycle gain (small 2025–26 sample n=13; corroborated by Welcoming Climate and Equity Multiplier stakeholder data) reflecting intensified bilingual outreach, partnership coordination, and Equity Multiplier engagement. Comprehensive sites were essentially flat: Pinacate Middle School 22% to 15% to 21%; comprehensive high schools 23% to 26% to 22%. The finding aligns with the LCAP Community Survey Input Opportunities indicator (3.62/5.00).

The 30% Year 3 target is grounded in Action 4.4's 2026–27 commitments and the central Year 3 strategy: generalize the practices producing transformative impact at non-traditional sites to the comprehensive sites where the largest unduplicated populations are enrolled. The richer Action 4.4 measurement framework (ParentSquare analytics, Wordly logs, advisory attendance, LCAP Community Survey indicators, CHKS items) is retained as diagnostic Metrics to Monitor Effectiveness within the Action 4.4 IIS section. Educational partners were informed through the LCAP Parent Advisory, DELAC, SEPAC, and the standardized stakeholder input cycle.

Changes to Metrics:
In response to reflection on prior practice and to strengthen the measurement of this goal's effectiveness, the district relabeled one metric and added two new metrics for 2026–27:

Metric 4.5 (Attendance Rate per P2 LCFF Reporting) was added because family engagement is most meaningful when it translates into measurable student outcomes, and attendance is the outcome most directly influenced by the District's family engagement infrastructure. During 2025–26, bilingual Community Liaisons were integrated into the District's attendance recovery system — participating in site attendance huddles, conducting outreach to chronically absent students, and coordinating warm hand-offs to wraparound services. This work contributed directly to the rise in districtwide attendance from 88.5% (2023–24) to 92.16% (2025–26). Tracking the attendance rate within Goal 4, cross-referenced with Goal 3, allows the District to measure whether its family engagement investments are producing the student-level results they are designed to support.

Metric 4.6 (Family Engagement Feedback) was added to capture family voice directly through the LCAP Community and Parent Feedback Survey, which gathers parent and community perception data on the District's engagement, communication, and welcoming-climate efforts. The 2025–26 survey is the first administration of this standardized instrument and establishes the first-year implementation value of

3.94/5.00, against which progress toward the Year 3 target of 4.2 will be measured. This metric complements the participation-count and CSPS perception metrics already in place by measuring the quality and responsiveness of engagement as experienced by families.

The reflections, revisions, and refinements documented here position the District to enter the 2027–30 LCAP cycle with a coherent, equity-driven family and community engagement framework — one in which Goal 4 evolves from a parental involvement goal into the family and community engagement pillar of an integrated Community Schools system.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhancing Communication and Engagement to Support Student Success	Providing strong communication between teachers and parents is vital for student success. Parents and the community contribute valuable insights that help teachers tailor instruction effectively. Involving parents in school activities fosters partnership and support for students' development. Together, teachers, parents, and the community create an environment where students can thrive academically and socially. To support unduplicated pupils in achieving their goals, Perris Union High School District will provide classified extra duty opportunities and benefits.	$1,891.00	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.	$161,735.00	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.	$86,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
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..	$150,280.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Perris Lake High School (PLHS) and Inland Online Academy (IOA, formerly Scholar+ Online) will improve student outcomes for the student groups performing at the lowest levels on the most recent California School Dashboard and on schoolsite-identified data. This goal description, the targeted student groups, and the actions that follow were developed through a site-led Comprehensive Needs Assessment (CNA) process at PLHS and IOA, facilitated by the District and conducted in consultation with school administrators, counselors, instructional leaders, support staff, students, and families, and refined based on the 2025 California School Dashboard. Targeted student groups — Perris Lake High School (PLHS): Based on the 2025 California School Dashboard, the following student groups are performing at the Red performance level on the College/Career Indicator (CCI) and are the primary targets of this Focus Goal: English Learners — CCI Red, Prepared 1.2%, maintained 1.2% Long-Term English Learners — CCI Red, Prepared 0.0%, maintained 0.0% Students with Disabilities — CCI Red, Prepared 0.0%, maintained 1.4% In addition, all reported student groups at PLHS declined on the Graduation Rate Indicator (Orange) — including English Learners (-15.3%), Long-Term English Learners (-15.0%), Hispanic (-14.4%), Homeless (-12.9%), Socioeconomically Disadvantaged (-12.6%), and Students with Disabilities (-7.7%) — and the overall PLHS graduation rate from 93.7% (2024) to 81.4% (2025), a 12.4 percentage point decline. The English Learner Progress Indicator improved during this period (Orange, 20.7%, an increase of 6.0%, with Long-Term English Learners increasing 9.2%), and the College/Career Indicator improved from 1.0% to 3.3% Prepared, signaling that targeted supports are beginning to produce results. Targeted student groups — Inland Online Academy (IOA): IOA underwent substantial restructuring during the 2024–25 and 2025–26 school years. The school was rebranded from Scholar+ Online to Inland Online Academy and restructured as a course-based independent study program designed to expand access to flexible, A–G aligned learning while maintaining rigorous academic standards. Enrollment has grown rapidly through the restructuring period:	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	2024 CBEDS: 19 students 2025 CBEDS: 117 students May 2026: 268 students The 2025 California School Dashboard reflects performance for the 2023–24 cohort (CBEDS enrollment of 19), with nearly all indicators reported as privacy-suppressed due to small N. Performance levels were not assigned for any indicator other than Suspension Rate (Blue, 0.0%). Because each Dashboard reporting cycle reports prior-year data, the 2026 Dashboard will reflect the 2024–25 cohort (117 students), and the 2027 Dashboard will be the first cycle to reflect the fully restructured program. The site team's CNA analysis was therefore designed to anticipate the academic, social-emotional, and engagement needs of a rapidly expanding student population, including students enrolling for the flexibility of independent study and students arriving with histories of credit deficiency, school disengagement, or social-emotional barriers, rather than to diagnose performance from a small, prior-year Dashboard cohort. Based on the IOA site team's CNA analysis of locally available data, the following student groups and conditions are the primary targets of this Focus Goal: Socioeconomically Disadvantaged students, whose four-year graduation rate on the 2025 Dashboard was 54.5% (compared to 64.3% for All Students in the 2023–24 cohort) Students who are not passing online coursework, with 12-week progress data from the current expanded enrollment showing nearly 25% of students failing 75% or more of their classes Students reporting elevated social-emotional and motivational needs, with site data identifying approximately 25–30 students per week as not participating in live classes or making adequate progress The College/Career Indicator improved from 10.0% (2024) to 21.4% Prepared (2025), an 11.4 percentage point increase. Graduation Rate on the 2025 Dashboard was 64.3% — a figure reflecting the 2023–24 cohort and one of the primary metrics IOA will work to improve as the substantially larger 2025–26 and 2026–27 cohorts move through the program. Teaching Assignment Monitoring Outcomes (PLHS and IOA): As part of the CNA, both sites reviewed teacher assignment data. On the most recent TAMO report available through DataQuest (2023–24), PLHS reported 72.8% Clear and IOA — then Scholar+Online — reported 42.8% Clear, both below the statewide average of 82.5%. Consistent with Metric 1.8, the District has determined that CALPADS course-coding accuracy, not credentialing status alone, contributes to these figures. To address this, Human Resources and Curriculum and Instruction will continue an annual site-level review at PLHS and IOA through 2026–	

Goal #	Description	Type of Goal
	27, verifying each teacher's credential and subject-matter authorization against assigned courses and correcting CALPADS course coding before each reporting cycle. At IOA, this review prioritizes appropriately credentialed placement across the expanded course catalog as enrollment scales. --- Educational partner consultation: The targeted student groups, problem statements, root causes, and actions in this Focus Goal were developed through a site-led process facilitated by the District during the 2025-26 school year. Site leadership teams at PLHS and IOA conducted Comprehensive Needs Assessments, engaging in fishbone analysis, empathy interviews with students and staff, and analysis of multiple data sources by goal area. Consultation included PLHS and IOA administrators, counselors, instructional leaders, classified support staff, students (through structured empathy interviews), and families. The District facilitated tools and protocols and convened cross-site workshops in April 2026 to align site-level work to LCAP requirements. The site-developed SMART goals, identified root causes, and evidence-based interventions form the foundation of the actions in this goal. --- Measurement: Progress toward this goal will be measured using the following California School Dashboard indicators and site-level metrics: Graduation Rate (PLHS and IOA) College & Career Indicator (PLHS and IOA) English Learner Progress Indicator (PLHS) Suspension Rate (PLHS) Site-identified leading indicators, including course pass rate (IOA), student connectedness as measured by the California Healthy Kids Survey (PLHS), and ELPAC reclassification progress (PLHS)	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This Focus Goal applies to Perris Lake High School (PLHS) and Inland Online Academy (IOA, formerly Scholar+ Online School), the two PUHSD schoolsites generating Equity Multiplier funds. PUHSD has prioritized this goal because both schools serve student populations facing significant academic, engagement, and post-secondary readiness barriers, and because the 2025 California School Dashboard, paired with site-level data analysis, identified specific student groups performing at the lowest levels on one or more state indicators. The goal is structured to direct Equity Multiplier resources to the qualifying schoolsites and to address the lowest-performing student groups identified at each site, as required under California Education Code Section 42238.024(b)(1).

How the goal was identified for focused attention

During the 2025–26 school year, PUHSD made a substantive change in how Goal 5 was developed and implemented. The District's review of Equity Multiplier compliance requirements determined that Action 5.3 (Academic Support and Interventions), which had distributed academic support sections across the four comprehensive high schools to serve PLHS-referred students at their home campuses, did not align with the requirement that Equity Multiplier funds be used at the specific schoolsite generating those funds. Eliminating Action 5.3 was therefore necessary to bring Goal 5 into compliance with the supplement-not-supplant provisions governing Equity Multiplier funding.

This compliance-driven decision created the obligation to rebuild Goal 5 from the schoolsites outward. PUHSD engaged the leadership teams at PLHS and IOA in a structured, site-led Comprehensive Needs Assessment (CNA), goal and action planning, and resource-funding alignment process. The District facilitated the structure, tools, and protocols. The site teams led the analysis, identified the student groups most in need of support based on the data, and developed the SMART goals, root causes, and evidence-based interventions that anchor this Focus Goal for 2026–27.

Educational partner consultation at PLHS and IOA

The site teams at PLHS and IOA conducted their CNAs in consultation with educational partners across multiple roles. Consultation included site administrators, counselors, instructional leaders, classified support staff, students, and families. Site teams analyzed multiple data sources by goal area, including CAASPP ELA and Math, ELPAC and ELPI results, course D and F rates, the California School Dashboard, graduation and college/career data, suspension data, the California Healthy Kids Survey, Wellness Center utilization, and 12-week progress reports. Teams used fishbone analysis and structured empathy interviews with students and staff to identify root causes that aggregate data alone could not reveal. Empathy interview protocols at PLHS asked students about their experience in English class, the ELPAC, motivation and engagement, daily routines and scheduling, post-secondary planning, and the conditions that help them feel connected at school. At IOA, empathy interviews focused on the experience of online learning, social-emotional well-being, motivation to attend live classes, and barriers to academic progress. The District convened site-led workshops during the 2025–26 school year, including a cross-site workshop on April 10, 2026, to align site-level analysis to LCAP requirements and to support each site in writing SMART goals, identifying evidence-based interventions, and aligning Equity Multiplier and Title I funding to the actions emerging from the CNA.

The District also continued broader LCAP-wide consultation with educational partners during 2025–26, including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), staff, students, administrators, and the Board of Trustees, and the input gathered through these forums informed the LCAP as a whole. The site-led CNA process is the consultation mechanism specifically

anchoring the Equity Multiplier Focus Goal at PLHS and IOA, in accordance with the requirement that LEAs receiving Equity Multiplier funds summarize how they consulted with educational partners at the schoolsites generating those funds.

Lowest-performing student groups identified at PLHS:

The 2025 California School Dashboard identifies three student groups at PLHS at the Red performance level on the College/Career Indicator: English Learners (Prepared 1.2%), Long-Term English Learners (Prepared 0.0%), and Students with Disabilities (Prepared 0.0%). These three student groups are the primary targets of this Focus Goal at PLHS, as required by the Equity Multiplier focus goal provisions.

In addition, the 2025 Dashboard shows that all reported student groups at PLHS declined on the Graduation Rate Indicator (Orange overall, 81.4%, declined 12.4 percentage points) — including English Learners, Long-Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities students. The site team identified this systemic decline as a primary implementation challenge to be addressed through this Focus Goal. The English Learner Progress Indicator (Orange, 20.7%, an increase of 6.0%) and the College/Career Indicator (improved from 1.0% to 3.3% Prepared) showed gains during this period, indicating that targeted supports retained from prior LCAP years are beginning to produce results and should be sustained and strengthened.

Lowest-performing student groups identified at IOA:

IOA underwent significant restructuring during the 2024–25 and 2025–26 school years, transitioning from Scholar+ Online to a course-based independent study model. Enrollment grew from 19 students (2024 CBEDS) to 117 students (2025 CBEDS) to 268 students as of May 2026. The 2025 California School Dashboard reflects performance for the 19-student 2023–24 cohort, with nearly all indicators reported as privacy-suppressed due to small N. No student group at IOA received a color-coded performance level on the 2025 Dashboard other than Suspension Rate (Blue, 0.0%, applied to two student groups). The 2026 Dashboard will reflect the 117-student 2024–25 cohort, and the 2027 Dashboard will be the first cycle to reflect the fully restructured program at scale.

The IOA site team's CNA analysis therefore relied primarily on locally available data to identify the student groups and conditions most in need of focused attention. Based on this analysis, the primary targets of this Focus Goal at IOA are: Socioeconomically Disadvantaged students (whose four-year graduation rate on the 2025 Dashboard was 54.5%); students who are not passing online coursework (with 12-week progress data showing nearly 25% of students failing 75% or more of their classes); and students reporting elevated social-emotional and motivational needs (with site data identifying approximately 25–30 students per week as not participating in live classes or making adequate progress). The CCI improved from 10.0% to 21.4% Prepared on the 2025 Dashboard, an 11.4 percentage point increase, indicating that prior-year supports were producing results in the smaller cohort. The site team's CNA was designed to anticipate the needs of the substantially larger and more diverse student population now enrolled.

The Comprehensive Needs Assessments at PLHS and IOA also reviewed educator-side conditions, including credentialing and subject-matter preparation. As detailed in the goal description and Metric 5.4, both sites' most recent TAMO results (DataQuest 2023–24) fell below the statewide average, a gap the District has determined is influenced by CALPADS course-coding accuracy in addition to credentialing status. The District's Human Resources and Curriculum and Instruction verification process at both sites will continue in 2026–27 to ensure subsequent TAMO outcomes accurately reflect actual credentialing status.

IOA's 2023–24 figure predates its transition from Scholar Plus Online Learning to a course-based independent study program, when enrollment grew from 19 students (2024 CBEDS) to 268 students (May 2026) and course offerings expanded across many new content areas. In building out the expanded catalog, the District prioritized placing appropriately credentialed teachers in the new content-area offerings, and credentialing and course-coding verification is ongoing as the program stabilizes at its larger scale.

Why this goal matters:

The student groups identified above face barriers that compound across academic, social-emotional, and post-secondary domains. At PLHS, English Learners, Long-Term English Learners, and Students with Disabilities are graduating without college or career readiness at near-zero rates, and the systemic graduation rate decline signals that the conditions for academic completion are weakening for nearly all student groups. At IOA, the rapid growth of the student population, drawing in students who chose independent study for reasons including credit deficiency, school disengagement, and social-emotional needs, requires the school to scale supports proactively rather than reactively. The site-led CNA process, the maintained ERMHS counseling and social work supports, the redirected Equity Multiplier resources, and the new site-developed actions together form a coherent response to these challenges, designed to improve graduation rates, college and career readiness, English Learner progress, and student engagement at the two schools the Equity Multiplier funding is intended to serve. Ensuring that students in these lowest-performing groups are taught by appropriately assigned and fully credentialed teachers is integral to this goal; the District's continued credential and CALPADS course-coding verification at PLHS and IOA directly supports the academic and post-secondary readiness improvements the goal is designed to produce.

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 ELA & Math CCI Indicator	CA Dashboard CCI Indicator (2022-23): PLHS: Prepared: 0.5% Approaching Prepared: 0% Not Prepared: 0% College & Career Indicator (CCI): Very Low	CA Dashboard CCI Indicator (2023-24) PLHS: All reported student groups at Red performance level: All Students: 1.0% Prepared (N=488) EL: 0.0% Prepared (N=129)	CA Dashboard CCI Indicator (2024-25) PLHS: All Students: 3.3% Prepared (N=270) EL: 1.2% Prepared (N=82) LTEL: 0.0% Prepared (N=74) SWD: 0.0% Prepared (N=48)	CA Dashboard CCI Indicator: PLHS: Prepared: 0.5% Approaching Prepared: 0% Not Prepared: 0% College & Career Indicator (CCI): Low All Students: 1% Prepared (Action 2.3)	CA Dashboard CCI Indicator: PLHS: All Students: +2.8% EL: +1.2% LTEL: 0.0% SWD: 0.0% Hispanic: +2.9% Homeless: +2.5% SED: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: .5% Prepared (Action 2.3) EL: 0.0% (Action 2.3) Hispanic: 0.7% (Action 2.3) Homeless: 0.0% (Action 2.3) SWD 0.0% (Action 2.3) SED: 0.6% (Action 2.3) Scholar+: Very Low: All Students 9.6% Prepared EL: NA Foster Youth: NA SED: NA Homeless: NA Student data not displayed for privacy ELA Distance from Standard (PLHS): All Students: -161.6 (N=78) EL: -173.1 (N=16) Hispanic: -159.7 (N=63) LTEL: NA SED: -168.6 (N=69) Math Distance from Standard (PLHS): All Students: -244.7 (N=79) EL: -257.1 (N=17) Hispanic: -244 (N=64) LTEL: NA	LTEL: 0.0% Prepared (N=124) SWD: 1.4% Prepared (N=74) Hispanic: 0.5% Prepared (N=375) Homeless: 0.0% Prepared (N=67) SED: 0.4% Prepared (N=464) CCI breakdown (PLHS, All Students, Class of 2024): Prepared 1.0%, Approaching Prepared 9.4%, Not Prepared 89.5%. Foster: NA Homeless: NA, SWD: NA Student data not displayed for privacy ELA Distance from Standard (PLHS, 2024): All Students: -209.2 (N=27) EL: -198.1 (N=12) Hispanic: -200.0 (N=21) LTEL: -213.7 (N=12)	Hispanic: 3.6% Prepared (N=222) Homeless: 2.5% Prepared (N=40) SED: 3.5% Prepared (N=259) CCI breakdown (PLHS, All Students, Class of 2025): Prepared 3.3%, Approaching Prepared 4.1%, Not Prepared 92.6%. African American: NA American Indian: NA Asian: NA Filipino: NA Foster Youth: NA Pacific Islander: NA Two or More Races: NA Student data not displayed for privacy ELA Distance from Standard (PLHS):	EL: 8% (Action 2.3) Hispanic: 5% (Action 2.3) Homeless: 5% (Action 2.3) SWD: 3% (Action 2.3) SED: 5% (Action 2.3) Scholar+: Medium	Year-over-year change: All reported PLHS subgroups other than EL, LTEL, and SWD moved from Red to Orange. EL, LTEL, and SWD remain at Red across two consecutive Dashboard cycles. ELA Distance from Standard (PLHS, All Students): All Students -54.7 points EL: -64.6 Hispanic: -46.9 LTEL: NA SED: -24.7 SWD: NA Student data not displayed for privacy Math Distance from Standard (PLHS) All Students): -45.3 EL: -42.1 Hispanic: NA LTEL: NA SED: -48.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -249.6 (N=70) Scholar+: ELA Distance from Standard All Students: -138.4 (N=36) SED: -147.5 (NA=30) EL: NA Foster Youth: NA Homeless: NA Student data not displayed for privacy Math All Students: Distance from Standard: -244.8 (N=36) SED: -247.6 (N=30) EL: NA Foster Youth: NA Homeless: NA Student data not displayed for privacy	SED: -197.3 (N=23) SWD: NA Math Distance from Standard (PLHS): All Students: -264.1 (N=28) EL: -288.5 (N=11) Hispanic: -248.1 (N=21) LTEL: -297.5 (N=11) SED: -270.7 (N=23) Scholar+ (IOA): All Students CCI: 10.0% Prepared (N=20) SED: 10.5% Prepared (N=19) Hispanic: 18.2% Prepared (N=11) EL: NA Foster Youth: NA Homeless: NA Student data not displayed for privacy ELA All Students: -99.8 Distance from Standard (N=12) SED: NA EL: NA	All Students: -216.3 (N=57) Hispanic: NA EL: -237.7 (N=17) LTEL: -246.7 (N=11) SED: -224.9 (N=47) SWD: NA Student data not displayed for privacy Math Distance from Standard (PLHS): All Students: -290.0 (N=61) Current EL: -299.2 (N=18) LTEL: -314.3 (N=12) SED: -298.1 (N=51) SWD: NA Student data not displayed for privacy Inland Online Academy (IOA, formerly Scholar+ Online): CCI All Students: 21.4% Prepared (N=14)		Student data not displayed for privacy Inland Online Academy (IOA): All Students CCI: Improved from Very Low baseline to 21.4% Prepared (No Performance Review due to small N=14) ELA Distance from Standard: NA Student data not displayed for privacy Math Distance from Standard: NA Student data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: NA Homeless: NA Student data not displayed for privacy Math All Students: -195.8 Distance from Standard (N=12) SED: NA EL: NA Foster Youth: NA Homeless: NA Student data not displayed for privacy	CCI breakdown (IOA) Prepared 21.4%, Approaching Prepared 0.0%, Not Prepared 78.6%. ELA Distance from Standard: NA Student data not displayed for privacy Math Distance from Standard: NA Student data not displayed for privacy		
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%	Perris Lake High School Student Group Graduation Rate (2024) Performance Level All Students 93.7% Blue SED 93.6% Blue EL 92.4% Green LTEL 92.1% Green SWD 93.7% Homeless Youth 92.9% Hispanic 94.7%	CA Dashboard Graduation Rate Indicator (2024-25) PLHS: All Students: 81.4% Orange (N=274) EL: 77.1% Orange LTEL: 77.0% Orange Hispanic: 80.4% Orange Homeless: 80.0% Orange SED: 81.0% Orange	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Orange EL: 89% Hispanic: 90% Homeless: 81% SED: 90%	CA Dashboard Graduation Rate Indicator Perris Lake High School: EL: -8.9% Hispanic: -6.2% Homeless: +1.3% SED: -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American 93.5% White 91.4% Two or More Races 94.7% Not reported, No Performance Color (N<11) Foster Youth Filipino Asian American Indian --- Scholar+ All Students 90.5% Socioeconomically Disadvantaged 90% Hispanic 83.3% Fewer than 11 students - data not displayed: African American English Learners Foster Homeless Youth LTEL SWD White	SWD: 86.0% Orange White: 82.6% Gray African American: 100.0% Gray Five-Year Graduation Rate (PLHS, 2025): All Students 81.4% (Four-Year 79.9%, Five-Year 1.5%, Did Not Graduate 18.6%); SED 81.0%; SWD 86.0%; EL 77.1%; LTEL 77.0%; Hispanic 80.4%; Homeless 80.0%; White 82.6%; African American 100.0%. Not reported / privacy-suppressed: American Indian, Asian, Filipino, Foster Youth, Pacific Islander, Two or More Races. Inland Online Academy (IOA):		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students: 64.3% Gray SED: 54.5%Gray Five-Year Graduation Rate (IOA, 2025): All Students 64.3% (Four-Year 64.3%, Five-Year 0.0%, Did Not Graduate 35.7%); SED 54.5% (Four-Year 54.5%, Five-Year 0.0%, Did Not Graduate 45.5%). All other student groups at IOA are privacy-suppressed.		
5.3	Suspension Rates	The 2022-23 CA Dashboard indicated the following subgroups at Performance Levels: Red: African American: 14.3% suspended at least one day (Action 3.4) Orange: SWD: 6.6% suspended at least one day White: 6.1% suspended	CA Dashboard Suspension Rate Indicator (2023-24) PLHS: All Students: 2.4% Green African American: 5.0% Green EL: 2.6% Green LTEL: 2.1% Green Hispanic: 2.3% Yellow Homeless: 3.8% Gray SED: 2.3% Green SWD: 5.5% Green	PLHS: All Students: 4.3% Orange African American: 12.5% Gray EL: 3.6% Orange LTEL: 3.9% Orange Hispanic: 4.4% Orange Homeless: 8.7% Gray SED: 4.1% Orange SWD: 4.4% Green Two or More Races: 0.0%	The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red -Suspension Rate: African American: 11% suspended at least one day (Action 3.4)	PLHS: All Students: +0.7 African American: -1.8 EL: Maintained LTEL: [baseline not reported on 2023 Dashboard for this subgroup] Hispanic: +2.0 Homeless: Maintained SED: +0.5 SWD: -2.2 Two or More Races: -4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least one day Green: All Students: 3.6% suspended at least one day EL: 3.6% suspended at least one day Hispanic: 2.4% suspended at least one day SED: 3.6% suspended at least one day Gray (privacy, N<11 or not assigned a color): Homeless: 8.7% suspended at least one day Two or More Races: 4.5% suspended at least one day American Indian, Asian, Filipino, Foster Youth, Pacific Islander PLHS Suspension Rate by Year: 5.8% (2022), 3.6% (2023). Scholar+ Baseline: All Students: 0.0% (Blue performance level)	Two or More Races: 0.0% Gray White: 2.8% | Green Privacy-suppressed: American Indian, Asian, Filipino, Foster Youth, Pacific Islander. Scholar+ (IOA): All Students: 0.0% Hispanic: 0.0% SED: 0.0%	White: 0.0% Privacy-suppressed: American Indian, Asian, Filipino, Foster Youth, Pacific Islander. Inland Online Academy (IOA): All Students: 0.0% Hispanic: 0.0% SED: 0.0%		White: -6.1 Privacy-suppressed: American Indian, Asian, Filipino, Foster Youth, Pacific Islander. Inland Online Academy (IOA): All Students: Maintained Hispanic: Maintained SED: Maintained
5.4	Teaching Assignment Monitoring Outcomes (TAMO)	DataQuest TAMO (2022–23): PLHS 53.4% Clear	DataQuest TAMO (2023–24): PLHS 72.8% Clear	DataQuest TAMO (2024–25): PLHS 72.8% Clear	PLHS and IOA each meet or exceed the statewide average	To be reported when updated DataQuest TAMO

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IOA (reported as Scholar+ Online) 22.5% Clear	IOA (reported as Scholar+ Online) 42.8% Clear	IOA (reported as Scholar+ Online) 42.8% Clear	(82.5%) Clear on the most recently published TAMO report, with CALPADS	data becomes available.
5.5	English Learner Progress Indicator (ELPI) — PLHS (% of EL students making progress toward English proficiency)	All EL: 2022–23 CA Dashboard — 20.3% making progress (Orange), increased 4.4%, N=69. LTEL: first reported as a distinct subgroup on the 2023–24 Dashboard at 13.8% (Red), N=65 (no 2022–23 LTEL baseline available).	2023–24 Dashboard (PLHS): EL 14.7% (Red), declined 5.6%, N=68; LTEL 13.8% (Red), declined 7%, N=65	2024–25 Dashboard (PLHS): EL 20.7% (Orange), increased 6.0%, N=58; LTEL 23.1% (Orange), +9.2 ppts	PLHS site-team SMART goal: 26% making progress on the ELPI by the 2026 Dashboard	All EL: +0.4 ppts (20.3% to 20.7%), maintained at Orange (dipped to Red in 2024, recovered to Orange in 2025). LTEL: +9.3 ppts from its 2023–24 first-reported level (13.8% to 23.1%), improved Red to Orange.

Goal Analysis [2025-26]

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.

Two significant changes shaped the implementation of Goal 5 during 2025–26 at Perris Lake High School (PLHS) and Inland Online Academy (IOA, formerly Scholar+ Online).

Elimination of the satellite-section model under Action 5.3. The District's review of Equity Multiplier compliance requirements determined that Action 5.3, which had distributed 14 academic support sections across the four comprehensive high schools to serve PLHS-referred students at their home campuses, directed Equity Multiplier funds to schoolsites that did not generate them. While the model had been designed in good faith to meet credit-deficient students where they were enrolled, the funding structure did not align with EC Section 42238.024(b)(1) or the supplement-not-supplant provisions governing Equity Multiplier funding. Eliminating Action 5.3 was therefore necessary to bring Goal 5 into compliance.

Site-led Comprehensive Needs Assessment (CNA) process:

This compliance decision created the obligation, and the opportunity, to rebuild Goal 5 from the schoolsites outward. The District engaged the leadership teams at PLHS and IOA in a structured CNA process throughout 2025–26. The District facilitated the structure, tools, and protocols. The site leadership teams led the analysis and the decisions about what their students need and how Equity Multiplier funds should be deployed. Each site team, composed of administrators, counselors, instructional leaders, and support staff, analyzed multiple data sources by goal area, including CAASPP, ELPAC and ELPI results, course D/F rates, the California School Dashboard, graduation and college/career data, suspension data, the California Healthy Kids Survey, Wellness Center utilization, and 12-week progress reports. Teams documented strengths and needs, generated wonderings to guide further inquiry, defined problem statements, used root cause analysis tools (fishbone diagrams and empathy interviews with students and staff), wrote SMART goals, and identified evidence-based interventions tied to those root causes. PLHS additionally aligned its Equity Multiplier and Title I funding directly to the actions emerging from the CNA.

Implementation of Retained Actions:
Actions 5.1 (College & Career Readiness Supports) and 5.2 (Comprehensive Support Services) were retained from prior LCAP cycles and continued consistent with their original design. Two part-time ERMHS counselors provided individual and group mental health counseling, crisis intervention, and post-secondary planning at PLHS and IOA. The full-time social worker provided crisis response, home visits, family engagement, and case management across both schoolsites. These positions remain core to the goal because the mental health, post-secondary planning, and wraparound supports they provide directly address the social-emotional and engagement barriers identified in both site CNAs as primary drivers of low CCI performance and credit deficiency.

Successes
The site-led CNA process produced several concrete successes. First, the depth of analysis improved markedly: site teams moved beyond surface-level data review to identify root causes through empathy interviews with students and staff, surfacing barriers that aggregate data alone could not reveal. Second, the alignment between identified needs, evidence-based interventions, and funding became tighter, PLHS mapped Equity Multiplier and Title I funds directly to specific actions, with each expenditure tied to a problem statement and root cause from the CNA.
Third, multiple Dashboard indicators showed measurable improvement:

At PLHS, the CCI improved from 1.0% Prepared (2024) to 3.3% Prepared (2025), moving All Students, Hispanic, Homeless, and SED subgroups from Red to Orange.
At PLHS, ELPI moved from Red to Orange: EL students from 14.7% (2024) to 20.7% (2025), a color-level improvement and +6.0 percentage points; LTEL from 13.8% to 23.1%, a color-level improvement and +9.2 percentage points.
At PLHS, Suspension Rate improvements for three subgroups during the prior LCAP cycle were confirmed through direct verification of the 2024 Dashboard data: African American (Red to Green, -9.3 percentage points from baseline), SWD (Orange to Green), and White (Orange to Green). These improvements were not previously reflected in the LCAP narrative and represent meaningful progress on the systemic discipline disparities Goal 5 was originally designed to address.

At IOA, the CCI improved from 10.0% to 21.4% Prepared, a +11.4 percentage point increase.

Challenges:

Graduation Rate declined significantly at both schools, from 93.7% to 81.4% at PLHS (-12.4 percentage points) and from 90.5% to 64.3% at IOA (-26.2 percentage points). These declines were not anticipated when the 2025–26 LCAP was adopted and represent the most urgent implementation challenge identified through the site-led analysis. At PLHS, the decline was uniform across student groups, suggesting systemic factors rather than subgroup-specific causes. At IOA, the decline coincided with the program's transition from Scholar+ Online to Inland Online Academy and the adoption of a Course-Based Independent Study model, during which staff were simultaneously building capacity for online instruction while serving students.
Overall PLHS Suspension Rate regressed in Year 2 from 2.4% Green (2024) to 4.3% Orange (2025). The PLHS site team identified this regression as a focus area in the CNA, particularly the +7.5 percentage point rebound for African American students (5.0% to 12.5%) and the +4.9 percentage point increase for Homeless students.

The persistent Red performance level for EL, LTEL, and SWD on the CCI at PLHS, now confirmed across two consecutive Dashboard cycles, indicates that the actions implemented during 2025–26 have not yet produced sufficient impact for these three student groups. This finding is the basis for the targeted student groups and the redesigned actions in the 2026–27 LCAP.

Substantive Differences in Implementation:
The elimination of Action 5.3 created a transitional gap in the formal structure that had previously connected PLHS to the comprehensive sites for credit recovery purposes. Addressing the underlying need, supporting credit-deficient students who require flexible academic pathways, is now reflected in the site-developed actions emerging from the PLHS CNA for 2026–27, delivered at PLHS using Equity Multiplier funds in alignment with EM compliance requirements.

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 $388,426 and Estimated Actual Expenditures $154,347 is $234,079
Justification:
The difference is primarily attributed to staffing adjustments related to the reallocation of satellite teacher positions to other funding sources and program areas during implementation. In addition, the PLHS and IOA site leadership teams engaged in an extended needs assessment and action-planning process throughout the year to ensure expenditures were aligned to identified student needs and educational partner feedback. As a result, portions of the planned funding were not fully expended during the current year and will support implementation of more fully developed actions and services in the following year.

5.2 Difference between Budgeted $319,784 and Estimated Actual Expenditures $189,419 is $130,365
Justification:
The difference is primarily due to staffing adjustments and changes in position FTE allocations during implementation. Additionally, the site leadership teams continued refining needs assessment findings and action plans throughout the year to ensure resources were strategically aligned to student needs and educational partner input. As a result, some planned expenditures were deferred to support more targeted implementation in the subsequent year.

5.3 Difference between Budgeted $582,285 and Estimated Actual Expenditures $389,907 is $192,378
Justification:

The difference is primarily attributed to staffing adjustments, as well as revised timelines for materials, supplies, and program implementation. Throughout the year, the PLHS and IOA site leadership teams conducted ongoing needs assessment and action-planning processes informed by educational partner feedback. This extended planning process resulted in delayed implementation of certain expenditures, allowing the sites to develop more comprehensive plans for full implementation in the upcoming year.

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

The actions implemented under Goal 5 during 2025–26 were partially effective in supporting student well-being and improving early indicators of post-secondary readiness at Perris Lake High School (PLHS) and Inland Online Academy (IOA, formerly Scholar+ Online). Measurable gains were achieved on the College/Career Indicator (CCI), the English Learner Progress Indicator (ELPI), and the Suspension Rate for several previously high-need student groups. However, the Graduation Rate Indicator declined significantly at both schools, and the CCI remains at the Red performance level for English Learners, Long-Term English Learners, and Students with Disabilities at PLHS across two consecutive Dashboard cycles. The District considers Goal 5 to be partially effective and is responding with both structural changes, eliminating Action 5.3's satellite-section model to align with Equity Multiplier compliance, and programmatic refinements grounded in the site-led Comprehensive Needs Assessments (CNAs) completed by the PLHS and IOA leadership teams for the 2026–27 LCAP.

Action 5.1 – College & Career Readiness Supports

Moderately effective. College and career readiness supports at PLHS and IOA contributed to improved CCI outcomes at both sites, though post-secondary readiness for the focus student groups remains critically low. The site-led CNAs identified counseling and credit-review capacity — particularly at IOA, given its enrollment growth — as a barrier to academic re-engagement and post-secondary planning.

The CCI improved at both schoolsites: PLHS from 1.0% to 3.3% Prepared (+2.3 percentage points), and IOA from 10.0% to 21.4% Prepared (+11.4 percentage points). At PLHS, All Students, Hispanic, Homeless, and SED subgroups moved from Red to Orange on the CCI. The ELPI at PLHS also improved, with EL students moving from Red (14.7%, 2024) to Orange (20.7%, 2025) — a color-level improvement and +6.0 percentage points — and LTEL students moving from Red (13.8%) to Orange (23.1%) — a color-level improvement and +9.2 percentage points.

Despite these gains, post-secondary readiness outcomes remain critically low for the three student groups now identified for focused attention. On the 2025 Dashboard, CCI performance for EL (1.2% Prepared), LTEL (0.0% Prepared), and SWD (0.0% Prepared) at PLHS remains at the Red performance level. The PLHS site team's CNA identified the absence of an on-site CTE pathway, the lack of industry certification programs, limited apprenticeship and dual enrollment access, and scheduling deficiencies as the underlying conditions limiting CCI growth. At IOA, the rapid enrollment growth from 19 students (2024 CBEDS) to 268 students (May 2026) created capacity demands that exceeded what existing counselor and credit-review capacity could meet. These gaps are addressed in the site-developed actions emerging from the 2025–26 CNAs.

Action 5.2 – Comprehensive Support Services

Effective. The full-time social worker continued to provide crisis response, individual and group counseling, case management, home visits,

and family engagement at PLHS and IOA. The site-led CNAs at both schools confirmed that mental health, social-emotional needs, and student-staff connection are root causes of academic struggle and disengagement, validating the continued investment in this action.

Direct verification of the 2024 Dashboard data surfaced an important finding that was not previously reflected in the LCAP narrative: PLHS achieved color-level improvements during Year 1 of the LCAP cycle on Suspension Rate for three subgroups identified as having elevated suspension rates at baseline. African American students moved from Red (14.3%, baseline) to Green (5.0%, Year 1), a -9.3 percentage point improvement. SWD moved from Orange (6.6%) to Green (5.5%). White students moved from Orange (6.1%) to Green (2.8%). These improvements represent meaningful progress on the systemic discipline disparities Goal 5 was originally designed to address, and they validate the social worker's wraparound support services.
The PLHS site team's CNA documented continuing root causes that justify expanding this action: 42% of juniors reported a low sense of school connectedness on the California Healthy Kids Survey, Wellness Center utilization increased from 54 visits (2023–24) to 286 visits (2024–25), and the team identified lack of student-teacher connection as a primary root cause of disengagement. The IOA site team's CNA identified social-emotional support and post-pandemic anxiety as root causes of disengagement from live classes, with approximately 25–30 students per week not participating in live classes or making adequate progress. Both findings support the expansion of social work capacity and the addition of engagement, connectedness, and trauma-informed practice components for 2026–27.

The Year 2 regression in suspension rate is the most concerning challenge for this action. PLHS Suspension Rate moved from 2.4% Green (2024) to 4.3% Orange (2025), with African American students rebounding from 5.0% Green to 12.5% (Gray, privacy-suppressed for color due to small N), and Homeless students rebounding from 3.8% to 8.7%. The PLHS site team identified this regression as a focus area for 2026–27 implementation.

Action 5.3 — Academic Support and Interventions (REVISED)

The satellite-section delivery model under Action 5.3 was eliminated during 2025–26, but Action 5.3 itself was retained as an action category, with funds redirected to on-site academic supports and interventions for students enrolled at PLHS and IOA. The District's review of Equity Multiplier compliance requirements determined that the 14 academic support sections previously distributed across the four comprehensive high schools to serve PLHS-referred students directed Equity Multiplier funds to schoolsites that did not generate those funds. While the satellite-section model had been designed in good faith to provide flexible credit recovery, it did not align with EC Section 42238.024(b)(1) or the supplement-not-supplant provisions governing Equity Multiplier funding.

The District engaged the PLHS and IOA leadership teams in CNAs to identify on-site, evidence-based academic supports to replace the satellite-section model. The site teams' work directly produced the redesigned Action 5.3 components for 2026–27. At PLHS, the site team established a SMART goal of attaining 26% on the ELPI by the 2026 Dashboard and selected EL-focused interventions including site-wide ELD professional learning, CABE conference attendance, paid PLC time, ELD instructional coaching, EL paraprofessional support, after-school EL labs, AVID tutors, math support, supplemental online platforms, culturally relevant texts, bilingual family engagement, and credit recovery and WASC coordination stipends. At IOA, the site team established a SMART goal of more than 75% of students passing at least 50% of their courses by June 2027 and selected professional development on online and independent study instruction and targeted parent outreach on academic progress. Full details of the redesigned components are provided in the Increased or Improved Services (IIS) section and in the Action 5.3 description.

Overall effectiveness conclusion.

Across the retained actions, Goal 5 produced measurable improvements on CCI, ELPI, and Suspension Rate (for African American, SWD, and White subgroups during Year 1) — modest but real gains that indicate the underlying service model is sound and should be sustained. At the same time:

- The significant graduation rate declines at both schools (PLHS: -12.4 percentage points; IOA: -26.2 percentage points),
- The persistent Red CCI performance level for EL, LTEL, and SWD at PLHS across two consecutive Dashboard cycles,
- The Year 2 suspension rate regression at PLHS, and
- The rapid enrollment growth at IOA

all indicate that the goal's actions need to be expanded and refined for 2026–27. The site-led CNAs completed during 2025–26 by the PLHS and IOA leadership teams directly inform these refinements, and the elimination of Action 5.3's satellite-section model has freed Equity Multiplier resources to be redirected to the qualifying schoolsites where the site teams have determined they can produce direct, measurable impact.

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.

Three streams of reflection drove changes to Goal 5 for 2026–27:
(1) the District's Equity Multiplier compliance review, which found that the satellite-section model under Action 5.3 directed funds to schoolsites that did not generate them;
(2) the site-led Comprehensive Needs Assessments (CNAs) conducted by the leadership teams at Perris Lake High School (PLHS) and Inland Online Academy (IOA, formerly Scholar+ Online); and
(3) the release of the 2025 California School Dashboard.The District facilitated the CNA structure, tools, and protocols. The PLHS and IOA site leadership teams led the analysis, identified root causes through fishbone diagrams and empathy interviews with students and staff, wrote SMART goals, selected evidence-based interventions, and aligned Equity Multiplier and Title I funding to the actions. Every substantive change outlined below is the direct result of decisions made by the PLHS and IOA site leadership teams, as well as feedback gathered from educational partners.

Goal Description was updated to replace "Scholar+ Online" with "Inland Online Academy" throughout, reflecting the program's rebranding. Now explicitly describes the site-led CNA process, fishbone analysis, empathy interviews, SMART goal development, that produced the goal's content.

Targeted Student Groups

At PLHS: English Learners, Long-Term English Learners, and Students with Disabilities - the three student groups now performing at the Red performance level on the College/Career Indicator across two consecutive Dashboard cycles (2024 and 2025).
At IOA: Socioeconomically Disadvantaged students, students not passing online coursework, and students reporting elevated social-emotional needs - identified through the IOA leadership team's CNA analysis of locally available data, since small cohort sizes resulted in privacy-suppressed Dashboard performance levels.

Metrics and Target Outcomes

The four Dashboard indicators originally anchoring Goal 5, Graduation Rate, CCI, ELPI, and Suspension Rate, are retained. Three site-level leading indicators have been added based on the site teams' CNAs: IOA course pass rate, PLHS student connectedness (CHKS), and PLHS ELPAC reclassification progress.

Year 1 Outcome corrections (Direct verification against the 2024 Dashboard surfaced corrections to existing metrics):

- Metric 5.1 (CCI): Added Red performance levels to all reported PLHS subgroups. The Red performance level for EL, LTEL, and SWD is a two-cycle pattern, not a new 2025 finding. No rate changes.
- Metric 5.2 (Graduation Rate): Added performance-level colors, N sizes, Five-Year Graduation Rate, and DASS 1-Year Graduation Rate data. No rate changes.
- Metric 5.3 (Suspension Rate) Baseline: Expanded to include SWD (6.6% Orange) and White (6.1% Orange), in addition to African American (14.3% Red, unchanged).
- Metric 5.3 (Suspension Rate) Year 1 Outcome: Corrected multiple subgroup rates and added LTEL data. These corrections revealed that PLHS achieved color-level improvements during Year 1 for three subgroups: African American (Red to Green), SWD (Orange to Green), and White (Orange to Green) — significant progress not previously reflected in the LCAP narrative.

The Current Difference from Baseline column has been restructured across all metrics to show both change from baseline and year-over-year change where relevant.

New Metric 5.4 (ELPI). Added because two of the three PLHS Red-CCI groups (EL and LTEL) are also the populations measured by ELPI. The PLHS site team established a SMART goal of 26% on the ELPI by the 2026 Dashboard, and the EL-focused components of Action 5.3 are designed to support it. Year 2 data shows measurable progress: EL students moved from 14.7% Red (2024) to 20.7% Orange (2025), a color-level improvement and +6.0 percentage points; LTEL moved from 13.8% Red (2024) to 23.1% Orange (2025), a color-level improvement and +9.2 percentage points.

Actions

The three action categories are retained. The substance of each has been redesigned around site-specific needs identified through the PLHS and IOA site leadership teams' CNAs, with components delineated by qualifying schoolsite to align with Equity Multiplier compliance requirements. The site leadership teams are the authors of every new component.

Action 5.1 (College & Career Readiness Supports). At IOA, the site team determined that enrollment growth from 19 to 268 students required a dedicated full-time school counselor for credit review and post-secondary planning, which this action funds. At PLHS, the site team identified the absence of an on-site CTE pathway, the lack of industry certifications, and limited apprenticeship and dual enrollment access as primary root causes of Red CCI performance, and built new components in response: a structured CTE pathway, industry-recognized certifications, 6th-period offerings, apprenticeship transportation, partnership with James Sage Consulting, and SkillsUSA.

Action 5.2 (Comprehensive Support Services). Full-time social worker retained at PLHS. At IOA, the site team identified that enrollment

growth had stretched social work capacity beyond the existing allocation and proposed a 0.2 FTE expansion. At PLHS, the site team documented 42% of juniors reporting low connectedness on the CHKS and a sharp increase in Wellness Center utilization (54 visits in 2023–24 to 286 in 2024–25); in response, the team built new engagement and trauma-informed practice components, including Project ANEW partnership, Youth Mental Health First Aid training, structured engagement programming, expanded clubs and sports, and field trips.

Action 5.3 (Academic Support and Interventions). The satellite-section model was eliminated to comply with EC Section 42238.024(b)(1) and supplement-not-supplant requirements. Because the underlying student need remained real, the PLHS and IOA leadership teams developed replacement on-site supports through their CNAs. At PLHS, the site team established a SMART goal of 26% on the ELPI by the 2026 Dashboard and selected EL-focused components: site-wide ELD professional learning, CABE conference attendance, paid PLC time, ELD instructional coaching, EL paraprofessional support, after-school EL labs, AVID tutors, math support, supplemental online platforms, culturally relevant texts, bilingual family engagement programming, and credit recovery and WASC coordination stipends. At IOA, the site team established a SMART goal of more than 75% of students passing at least 50% of their courses by June 2027 and selected two components: professional development on online/independent study instruction, and targeted parent outreach on academic progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College & Career Readiness Supports	This action provides students at PLHS and IOA with the mental health, post-secondary planning, and college and career readiness supports needed to graduate prepared for college, career, and life. The action retains the Educationally Related Mental Health Services (ERMHS) counseling capacity established in prior LCAP cycles, expands site-specific college and career readiness supports based on the 2025–26 Comprehensive Needs Assessments at each schoolsite, and redirects services so that all components are delivered at the qualifying schoolsite generating Equity Multiplier funds. This action provides students at PLHS and IOA with the mental health, post-secondary planning, and college and career readiness supports needed to graduate prepared for college, career, and life. The action adds a dedicated school counselor at IOA in response to enrollment growth and expands site-specific college and career readiness supports based on the 2025–26 Comprehensive Needs Assessments at each schoolsite, delivered at the qualifying schoolsite generating Equity Multiplier funds. The Equity Multiplier funding reflected in this action's total is braided with other LCAP funding sources supporting college and career readiness; the amount shown represents the Equity	$131,956.00	No

Action #	Title	Description	Total Funds	Contributing
		Multiplier contribution to this action and is coordinated with related investments in Goal 2 (CTE and College/Career Indicator supports) so that the IOA school counselor and the PLHS CTE pathway, certification, 6th-period, transportation, and SkillsUSA components are fully resourced across braided funds. Components at Perris Lake High School (PLHS): • Establishment of a structured Career Technical Education (CTE) pathway at PLHS, providing students with an on-campus route to CTE pathway completion, a recognized CCI-qualifying measure under the California School Dashboard • Industry-recognized certification opportunities. • 6th-period course offerings to expand student access to CTE pathway and career-aligned coursework • Transportation to registered apprenticeship sites and college and career exploration trips • Youth conferences and leadership programming aligned to CTE sectors, including SkillsUSA Rationale at PLHS: The 2025 California School Dashboard identifies English Learners (Prepared 1.2%), Long-Term English Learners (Prepared 0.0%), and Students with Disabilities (Prepared 0.0%) at the Red performance level on the College/Career Indicator. The PLHS CNA identified the absence of an on-site CTE pathway, the lack of industry certification programs, and limited apprenticeship and dual enrollment access as primary root causes of low CCI performance. Establishing a CTE pathway on-site responds directly to feedback from the Superintendent's Student Advisory Committee and from PLHS parents and community members requesting expanded electives, career-aligned programs, and concrete pathways to post-secondary options. Components at Inland Online Academy (IOA): ERMHS counselor providing individual and group mental health counseling, crisis intervention, behavioral interventions, and post-secondary planning		

Action #	Title	Description	Total Funds	Contributing
		Addition of a full-time IOA counselor to provide academic counseling, credit review with students and families, post-secondary planning, and educational campaigns for CCI awareness Expanded targeted parent and guardian outreach regarding student progress, course completion, and graduation requirements Rationale at IOA: The IOA CNA identified inconsistent post-secondary planning capacity and limited counselor-to-student ratios as factors limiting students' progress toward CCI Prepared status. Enrollment growth from 19 students (2024 CBEDS) to 268 students (May 2026) requires proportionate counseling capacity to support credit review, course-passing rates, and graduation outcomes. The College/Career Indicator at IOA improved from 10.0% to 21.4% Prepared on the 2025 Dashboard, indicating that prior-year supports were producing results in the smaller cohort and should be sustained and scaled for the expanded population.		
5.2	Comprehensive Support Services	This action provides comprehensive social, emotional, and behavioral support services for students at PLHS and IOA. The action retains the full-time social worker established in prior LCAP cycles, expands social work capacity at IOA in response to enrollment growth, and adds site-specific engagement, connectedness, and trauma-informed practice components developed through the 2025–26 site-led CNAs. Components at Perris Lake High School (PLHS): • Social worker providing crisis intervention, case management, individual and group counseling, home visits, and family engagement • Continued partnership with Project ANEW for trauma-informed practice training and personal and leadership skills building • Youth Mental Health First Aid training for PLHS educators • Structured student wellness and engagement programming, including yoga and mindfulness instruction, journaling for student	$331,785.00	No

Action #	Title	Description	Total Funds	Contributing
		reflection, cultural events and assemblies, leadership retreats and team-building days, and music and art programs • Expanded student clubs, sports, and extracurricular activities, including stipends for advisors and supplies • Field trips to local museums, cultural sites, and educational venues Rationale at PLHS: The 2025 Dashboard shows the Suspension Rate at PLHS at 4.3% (Orange), an increase of 1.9 percentage points, with EL, LTEL, Hispanic, and SED students at the Orange performance level. The PLHS CNA documented that 42% of juniors reported a low sense of school connectedness on the California Healthy Kids Survey and identified lack of student-teacher connection as a primary root cause of disengagement. Wellness Center utilization increased from 54 visits in 2023–24 to 286 visits in 2024–25, indicating both growing student demand for support and the value of investing further in connectedness programming. Components at Inland Online Academy (IOA): • Social work capacity expanded by 0.2 FTE dedicated to IOA students, supplementing the shared full-time social worker • 1:1 and small-group support for students related to social-emotional well-being • Coordination with the IOA counselor (Action 5.1) and the ERMHS counselor to form a multi-tiered system of support tailored to the independent study model Rationale at IOA: The IOA CNA identified social-emotional support, post-pandemic anxiety, and lack of student-staff connection as primary root causes of disengagement from live classes and weekly progress, with site data identifying approximately 25–30 students per week as not participating in live classes or making adequate progress. Enrollment growth from 19 students (2024 CBEDS) to 268 students (May 2026) requires proportionate social work capacity to maintain individualized case management.		

Action #	Title	Description	Total Funds	Contributing
5.3	Academic Support and Interventions	This action provides targeted academic supports and interventions for students at PLHS and IOA. The action's structure has been substantially redesigned from 2025–26 to ensure compliance with Equity Multiplier supplement-not-supplant requirements. Components at Perris Lake High School (PLHS): • Site-wide professional learning on integrated and designated English Language Development (ELD) strategies, academic language development, scaffolding techniques, and evidence-based approaches to accelerate EL achievement in ELA and across content areas • Attendance at the California Association for Bilingual Education (CABE) annual conference, including registration, travel, and substitute coverage • Professional learning community (PLC) and collaboration time for teachers to analyze EL student data and share high-impact instructional strategies • -ELD instructional coaching to support teacher implementation • EL paraprofessional support for foundational literacy skill development • After-school EL labs providing structured intervention and homework support • AVID tutors providing academic support across content areas • Math support teacher providing intervention for students performing below standard • Supplemental online language and literacy platforms with progress tracking, including Imagine Learning, Lexia English, Duolingo, and CommonLit 360 • Culturally relevant text resources and visits from local Latin-American authors • Bilingual family academic engagement programming, including the Latino Family Literacy and College-Readiness series • Stipends for credit recovery coordination and WASC-aligned academic planning Rationale at PLHS:	$161,432.00	No

Action #	Title	Description	Total Funds	Contributing
		The 2025 Dashboard identifies EL and LTEL students at PLHS at the Red performance level on the College/Career Indicator. Distance-from-standard data on the 2025 Dashboard shows current EL students at PLHS at -253.7 dfs in ELA (declined 24.4 points) and -316.8 dfs in Mathematics. The PLHS CNA identified inadequate EL placement in the alternative education pathway, lack of EL-specific professional development, and gaps in foundational literacy skills as primary root causes. The CNA's SMART goal of attaining 26% on the English Learner Progress Indicator on the 2026 Dashboard is supported by this action. Components at Inland Online Academy (IOA): Two days of staff professional development on best practices for online and independent study instruction, designed to strengthen teacher capacity in the course-based independent study model Targeted parent and guardian outreach regarding student academic progress, course completion, and supports available Rationale at IOA: The IOA CNA identified noncoherence of school systems, teachers building capacity for online instruction, and staff wearing multiple hats as root causes of low course-passing rates, with 12-week progress data showing nearly 25% of students failing 75% or more of their classes. The CNA's SMART goal of more than 75% of students passing at least 50% of their courses by June 2027 is supported by this action.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$36,125,049.00	$3,833,508

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
27.592%	0.000%	$0.00	27.592%

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	**Action:** Literacy and Math: Enhancing the Core Curriculum **Need:** The 2025 California Dashboard data shows that unduplicated student groups continue to significantly underperform in both English Language Arts and Mathematics, with persistent gaps that underscore the urgency of this action.	Action 1.1 addresses the persistent and significant underperformance of unduplicated pupils in ELA and Mathematics through a coordinated system of district-level leadership, strengthened Tier I instruction, universal progress monitoring, targeted intervention, and expanded learning time. Each investment under this action is designed to directly improve outcomes for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless students, Foster Youth,	CAASPP ELA Academic Indicator — Distance from Standard (DFS) by subgroup, with priority focus on English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless students, Foster

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
	English Language Arts - Orange Performance Level All students districtwide scored 29.2 points below standard, maintaining performance within the Orange band (+2.1 points). The following unduplicated student groups remain significantly below standard: English Learners: –94.8 DFS (Orange, +17.3 points) Long-Term English Learners: –123.1 DFS (Orange, +10.1 points) Socioeconomically Disadvantaged: –44.8 DFS (Orange, +1.0 points) Foster Youth: –129.7 DFS (Red, –15.5 points) Additional Dashboard student groups identified in greatest need: Students with Disabilities: –126.4 DFS (Red, +0.1 points) Homeless: –81.7 DFS (Red, –25.7 points) Hispanic: –44.2 DFS (Orange, +1.3 points) African American: –42.3 DFS (Yellow, +9.1 points) Mathematics: Orange Performance Level All students districtwide scored 120.7 points below standard (Orange, +5.5 points). The following unduplicated student groups continue to perform significantly below standard: English Learners: –164.4 DFS (Orange, +11.8 points) Long-Term English Learners: –186.1 DFS (Orange, +9.6 points)	Hispanic students, and African American students, all of whom remain significantly below standard on the 2025 California Dashboard. District-Level Coordination Three district positions ensure that literacy and math supports are implemented with fidelity, aligned across sites, and targeted to students with the greatest need. The Coordinator of Educational Services leads the development and alignment of literacy and math instructional frameworks, coordinates professional development, supports assessment systems, and ensures coherence between curriculum, instruction, and intervention across all sites. The District Librarian expands access to high-quality print and digital literacy resources, partners with teachers to integrate reading and writing skills across content areas, and supports the implementation of literacy platforms such as CommonLit. The Learning Support SSC Coordinator aligns supplemental programs and state and federal funding to site-level intervention needs, supports SPSA and Title I compliance, and facilitates data-informed decision-making to ensure resources are directed toward students most in need. Strengthening Tier I Instruction Through Coaching and Professional Development The Instructional Coaching team operates at every school site on a near-daily basis, facilitating content-specific PLCs and collaboration days using a "How to Win" framework centered on essential standards, common assessments, data	Youth, Hispanic students, and African American students CAASPP Math Academic Indicator — Distance from Standard (DFS) by subgroup, with priority focus on the same unduplicated groups listed above Renaissance STAR ELA benchmark growth scores — administered three times per year to monitor individual and subgroup progress against grade-level standards Renaissance STAR Math benchmark growth scores — administered three times per year to monitor individual and subgroup progress against grade-level standards CAASPP Interim Assessment Block (IAB) results — used within six-week PLC data cycles to monitor student progress toward grade-level proficiency by standard and identify

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
	Socioeconomically Disadvantaged: –132.6 DFS (Orange, +4.6 points) Foster Youth: –219.5 DFS (Red, –16.3 points) Additional Dashboard student groups identified in greatest need: Homeless: –153.7 DFS (Red, –8.5 points) Hispanic: –132.2 DFS (Orange, +5.3 points) African American: –147.0 DFS (Red, +1.5 points) Students with Disabilities: –203.8 DFS (Red, +1.4 points) While districtwide ELA and Math performance shows incremental improvement for several subgroups — including English Learners (+17.3 pts ELA, +11.8 pts Math), Long-Term English Learners (+10.1 pts ELA, +9.6 pts Math), and Hispanic students — significant gaps remain for all unduplicated groups. Students with Disabilities, Foster Youth, and Homeless students remain in the Red performance level in both ELA and Math, and ELA growth for Homeless students declined by 25.7 points. These indicators confirm the continued and urgent need for strengthened Tier I instruction, targeted intervention, and differentiated support for unduplicated pupils across all campuses. **Scope:** LEA-wide	analysis by standard, and shared instructional improvement. In Mathematics, coaches model and support high-engagement strategies including "Which One Doesn't Belong," the CUBE word problem strategy, Polya's 4-Step Problem Solving Process, and cooperative learning structures, approaches that lower barriers for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities by providing multiple entry points into mathematical reasoning. Collaboration days require teachers to examine side-by-side proficiency data by standard, identifying instructional gaps and sharing high-impact practices across classrooms. In ELA, coaches support teachers in using CommonLit data to plan targeted reading instruction, with an emphasis on cross-curricular literacy strategies that embed reading, writing, speaking, and listening across all content areas. Academic Consultants from RCOE, Inflexion, and other external partners provide additional instructional support, guidance, and MTSS framework development to strengthen the district's capacity to identify and respond systematically to the needs of unduplicated students. In 2026–27, this MTSS framework development work expands into a formal districtwide academic MTSS structure that defines Tier 1, Tier 2, and Tier 3 supports in ELA and Mathematics, aligns entry and exit criteria across sites, and ensures that unduplicated students identified through universal screening receive timely, evidence-based intervention matched to their level of need. Professional development, including the New Teacher Academy, the October District PD Day, conferences, and ongoing coaching cycles, is	instructional adjustments needed in real time ELA and Math Growth scores from the California Dashboard — tracking the percentage of students who improved their score from the prior year by subgroup Summer School enrollment and completion rates — by unduplicated student group, to monitor participation and academic progress during extended learning time Tutor.com usage data — tracking student engagement with on-demand tutoring support across sites and by subgroup

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
		supported through substitutes, extra duty, a Professional Development Technician, and vendor costs to ensure broad and consistent participation across all sites. Universal Progress Monitoring and Academic Support Renaissance STAR ELA and Math diagnostic assessments are administered three times per year to establish baselines, monitor student progress, and provide teachers with timely, actionable data to adjust instruction. Tutor.com provides on-demand tutoring support for students who need additional academic assistance beyond the classroom, ensuring that unduplicated students have access to supplemental help when they need it most. Intervention, Access, and Extended Learning Two Reading Intervention sections provide Newcomer English Learner students with access to structured ELA coursework aligned to their language acquisition level, fulfilling a required component of the district's EL program under Education Code §306 and ensuring newly arrived students have a dedicated, appropriately scaffolded entry point into the district's broader literacy support system. In Mathematics, the district made a strategic mid-year decision to move math support section expenditures to the General Fund and open additional higher-level math course sections, expanding access to rigorous grade-level and above-grade-level coursework for unduplicated students. This shift from a remediation model to an access-and-acceleration model reflects the research-supported principle	

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
		that equitable access to rigorous coursework produces stronger long-term outcomes than intervention-only tracks. Supplemental student activities, supplies, and transportation contributions support student participation in these expanded course offerings. The Summer School budget was increased to provide additional ELA and Math learning opportunities for students who need more instructional time to reach grade-level proficiency, a critical support for Socioeconomically Disadvantaged, Homeless, and Foster Youth students who face the greatest barriers to academic continuity. Why LEA-Wide This action is provided on an LEA-wide basis because the unduplicated students it serves are enrolled at every campus and the instructional gaps it addresses are present districtwide. The 2025 Dashboard confirms that English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Hispanic students, African American students, Students with Disabilities, Homeless students, and Foster Youth are performing significantly below standard in both ELA and Math at every school site. A site-specific approach would leave unduplicated students without access to improved instruction based solely on which campus they attend. The students most affected by instructional inconsistency, Foster Youth (–219.5 DFS Math), Homeless students (–153.7 DFS Math), and Students with Disabilities (–203.8 DFS Math), are also the most mobile and most vulnerable to gaps between classrooms and campuses. An LEA-wide	

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
		approach creates a consistent floor of instructional quality that provides continuity for these students regardless of where they are enrolled. Because unduplicated students represent the majority of enrollment across PUHSD, every districtwide investment in Tier I instructional quality is, by definition, primarily an investment in the outcomes of unduplicated pupils.	
1.2	**Action:** Instructional Technology **Need:** The 2025 California Dashboard confirms that unduplicated student groups continue to significantly underperform in both English Language Arts and Mathematics, with persistent gaps that underscore the urgency of equitable access to instructional technology as a tool for improving academic outcomes. English Language Arts — Orange Performance Level All students districtwide scored 29.2 points below standard (Orange, +2.1 points). The following unduplicated student groups remain significantly below standard: • English Learners: –94.8 DFS (Orange, +17.3 points) Long-Term English Learners: –123.1 DFS (Orange, +10.1 points) • Socioeconomically Disadvantaged: –44.8 DFS (Orange, +1.0 points)	Action 1.2 addresses the identified needs of unduplicated pupils by ensuring every student across every campus has consistent, reliable access to the devices, platforms, and digital tools necessary to engage fully in academic instruction, and that teachers have the technology infrastructure needed to deliver high-quality, data-informed teaching in every classroom. Device Access and Equity The districtwide Chromebook refresh (~$1.22 million) ensures all students have access to current, functional devices for learning. For Socioeconomically Disadvantaged, English Learner, Homeless, and Foster Youth students, who are least likely to have consistent technology access outside of school, a reliable personal learning device is essential for equitable participation in digital instruction, online assessments, and platform-based learning. Outdated or non-functional devices create direct barriers to academic engagement and widen existing achievement gaps. The Chromebook refresh removes this barrier districtwide. A $500,000 Apple device pilot with 9th grade students at Paloma Valley High School expands	CAASPP ELA and Math Academic Indicator Distance from Standard (DFS) by subgroup, tracking whether improved technology access correlates with academic growth for unduplicated student groups Renaissance STAR ELA and Math benchmark growth scores Monitoring whether students with access to refreshed devices and platforms demonstrate improved progress toward grade-level standards across the three annual assessment windows Canvas platform usage data Tracking teacher and student engagement with the LMS by site and

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
	• Foster Youth: –129.7 DFS (Red, –15.5 points) Additional Dashboard student groups identified in greatest need: • Homeless: –81.7 DFS (Red, –25.7 points) • Hispanic: –44.2 DFS (Orange, +1.3 points) • African American: –42.3 DFS (Yellow, +9.1 points) • Students with Disabilities: –126.4 DFS (Red, +0.1 points) Mathematics — Orange Performance Level All students districtwide scored 120.7 points below standard (Orange, +5.5 points). The following unduplicated student groups continue to perform significantly below standard: • English Learners: –164.4 DFS (Orange, +11.8 points) • Long-Term English Learners: –186.1 DFS (Orange, +9.6 points) • Socioeconomically Disadvantaged: –132.6 DFS (Orange, +4.6 points) • Foster Youth: –219.5 DFS (Red, –16.3 points) Additional Dashboard student groups identified in greatest need: • Students with Disabilities: –203.8 DFS (Red, +1.4 points) • Homeless: –153.7 DFS (Red, –8.5 points)	this investment by evaluating the impact of high-quality personal devices on student engagement and academic performance for a cohort that includes a high proportion of unduplicated students. Results will inform future district-wide device deployment decisions and the district's long-term technology equity strategy in the 2026–27 LCAP cycle. Learning Management, Safety, and Security Platforms Canvas ($82,848) provides teachers and students with a centralized platform for course content, assignments, assessments, and communication, enabling teachers to differentiate instruction and provide accommodations in a consistent digital environment. ClassLink ($30,450) provides single sign-on access to all district platforms, reducing technical barriers for unduplicated students who may have limited technology support at home. GoGuardian ($63,000) ensures students are engaged in academically focused activity during instructional time through real-time monitoring and filtering. Gaggle ($60,500) provides student safety monitoring across district platforms, identifying mental health concerns and connecting high-need students, including Homeless and Foster Youth, to support services before situations escalate. The Respondus LockDown Browser secures classroom assessments and restricts unauthorized access during testing, protecting the integrity of the student performance data used to monitor and support unduplicated student groups. Data Systems — Aeries SIS Transition	subgroup, including course content access, assignment completion rates, and assessment participation Aeries SIS implementation milestones • tracking staff training completion rates, data accuracy improvements, and readiness for full deployment in 2026–27 Apple device pilot outcomes at Paloma Valley High School monitoring 9th grade student engagement, attendance in digital instructional activities, and academic performance data for the pilot cohort compared to prior year baseline GoGuardian monitoring data tracking on-task behavior and appropriate device use rates during instructional time across sites

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
	• Hispanic: –132.2 DFS (Orange, +5.3 points) • African American: –147.0 DFS (Red, +1.5 points) For unduplicated students, who are disproportionately represented among those furthest below standard, consistent, reliable access to high-quality instructional technology is a foundational support for equitable participation in rigorous academic coursework. Inconsistent or inadequate access to devices, platforms, and digital learning tools compounds existing achievement gaps by limiting students' ability to engage with grade-level content, access adaptive learning resources, and benefit from the data-driven instructional practices that teachers use to personalize instruction. **Scope:** LEA-wide	Training and professional development for the Aeries SIS transition, funded under this action, will directly improve the accuracy and accessibility of student data used to monitor instructional progress for all students, including unduplicated groups. Accurate SIS data is foundational to identifying students falling behind, ensuring correct EL placement, and tracking attendance and credit accumulation for Foster Youth and Homeless students — all essential to the data-informed instructional cycles built under Action 1.1. Why LEA-Wide This action is provided on an LEA-wide basis because technology infrastructure must function consistently across all campuses to be effective. Unduplicated students are enrolled at every school site, and a fragmented approach to technology access would mean that a student's ability to engage with digital learning depends on which campus they attend rather than on their academic needs. Because unduplicated students represent the majority of enrollment across PUHSD, every investment in districtwide technology infrastructure is, by definition, an investment primarily in the academic access and outcomes of unduplicated pupils.	Device availability and functionality rates tracking the percentage of students with access to a functioning, current device at every campus as a measure of equity of access
2.1	**Action:** Student Support and Interventions **Need:** The 2025 California Dashboard reveals persistent graduation and academic completion gaps for PUHSD's unduplicated student groups that require sustained,	Action 2.1 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — who show persistent graduation and A–G completion gaps on the 2025 California Dashboard, and is designed to close those gaps	Graduation Rate (CA Dashboard) — overall and disaggregated by subgroup, with priority focus on English Learners, Long-Term English Learners, Foster Youth, Homeless Youth,

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
	intensive intervention. While the overall districtwide graduation rate of 93.2% reflects positive movement against the 91.6% baseline (+1.6 percentage points), several unduplicated subgroups experienced year-over-year declines and remain below district averages and Year 3 targets: • English Learners: 83.4% (Orange, declined 3.1% year-over-year) • Long-Term English Learners: 86.2% (Orange, declined 4.3% from Year 1) • Hispanic students: 92.2% (Yellow, declined 1.9% year-over-year) • Homeless Youth: 90.8% (Yellow, declined 2.9% year-over-year) • Foster Youth: 81.3% (Green, declined 3.3% from Year 1, with 18.8% not graduating) • Students with Disabilities: 86.9% (Green, with 13.1% not graduating) While A-G completion outcomes show substantial progress against baseline, districtwide A-G completion rose to 48.2%, exceeding the Year 3 target of 42%, unduplicated subgroups remain below the district average and require continued focus. Based on the 2025 California Dashboard Additional Reports: English Learners: 22.8% A-G completion Foster Youth: 28.1% A-G completion Homeless Youth: 32.8% A-G completion Socioeconomically Disadvantaged: 45.4% A-G completion Students with Disabilities: 15.9% A-G	through the extended instructional day, remediation, acceleration, and intervention sections. Because every PUHSD site enrolls more than 55% unduplicated pupils and this need is present across all campuses, the action is provided on an LEA-wide basis; in doing so it also supports other student groups with identified Red-indicator or Differentiated Assistance needs, including Students with Disabilities, Hispanic, and African American students. The extended day directly produced the A-G completion gains observed in the 2025 Dashboard, exceeding the Year 3 target with one year remaining, and provides the structural foundation for the layered student support system funded under this action. Beyond the extended instructional time, the action funds Scholar Saturdays, credit recovery via Plato, the Tutor.com tutoring platform, and intervention sections during the school day. The Alternative Pathway to Diploma for moderate/severe students ensures that students with disabilities have an equitable route to graduation aligned to their individual needs. These supports are designed to meet unduplicated students where they are, removing barriers of schedule, transportation, and traditional classroom structure, while providing the intensive academic scaffolding needed to recover credits and meet graduation benchmarks. For 2026-27, the action intensifies its focus on the unduplicated subgroups that experienced year-over-year graduation declines, particularly English Learners, Long-Term English Learners, Hispanic	Socioeconomically Disadvantaged students, and Students with Disabilities A–G Completion Rate (CA Dashboard Additional Reports) — overall and disaggregated by subgroup, with priority focus on English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities, to measure the degree to which students are meeting postsecondary preparation benchmarks beyond minimum graduation requirements Independent Study Plan (ISP) completion rate — tracked districtwide and by site as supporting local data

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
	completion Long-Term English Learners: 22.6% A-G completion (first reporting year) These students face compounding barriers to on-time graduation and postsecondary readiness, including credit deficiencies, inconsistent access to academic intervention, transportation limitations, housing instability, and the need for flexible learning pathways. Educational partner feedback from the 2025-26 PUHSD Family and Community Survey confirms that families of unduplicated students prioritize access to academic support, credit recovery, and additional learning opportunities, with 60 open-ended responses citing academic support and tutoring as a top need. **Scope:** LEA-wide	students, Foster Youth, and Homeless Youth, with continued work to address transportation and site-level staffing barriers that limited extended learning participation in 2025-26. The district is also deepening IOA programming in response to student-identified gaps in career-specific course pathways within the online/hybrid model. This action is provided on an LEA-wide basis because credit deficiency, graduation risk, and barriers to A-G completion are present across all PUHSD comprehensive sites and are not concentrated at a single school. All campuses serve high concentrations of unduplicated students, PUHSD's unduplicated pupil percentage exceeds 55% districtwide, and equitable access to intervention and extended learning supports requires a consistent, coordinated districtwide infrastructure.	
2.2	**Action:** CTE Pathways **Need:** The 2024-25 CALPADS CTE Completer data (Report 3.19) and 2025 California Dashboard reveal significant disparities in CTE pathway completion for PUHSD's unduplicated student groups. While 602 students completed CTE pathways districtwide in 2024-25, disaggregated data reveals that the most vulnerable unduplicated student groups are significantly underrepresented among completers:	Action 2.2 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — who are the most underrepresented groups in the 2024–25 CTE completion data, and is designed to increase their CTE pathway access, completion, and program quality. Because CTE pathways operate at every comprehensive site and these unduplicated pupils are enrolled districtwide, the action is delivered LEA-wide; it also benefits other student groups with identified needs, including Students with Disabilities.	CALPADS CTE Completer Count by Pathway CTE Course Completer Rate (DataQuest) LEA Percentage of Pupils who Completed Both A–G and CTE (DataQuest) College and Career Indicator (CCI)

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
	English Learners: only 22 of 602 completers (3.7%), despite representing a substantial proportion of PUHSD enrollment Foster Youth: only 2 of 602 completers (0.3%) — a critical equity gap Homeless Youth: only 11 of 602 completers (1.8%) Students with Disabilities: 45 of 602 completers (7.5%) Economically Disadvantaged: 393 of 602 completers (65.3%) — the largest unduplicated group represented, though completion rates relative to enrollment remain an area to monitor Site-level data reveals an additional equity concern: Paloma Valley High School produced only 2 CTE completers in 2024-25, compared to 383 at Liberty High and 111 at Heritage High, indicating that CTE pathway access is severely unequal across PUHSD's comprehensive sites. Students attending Paloma Valley — the majority of whom are unduplicated — have dramatically less access to CTE completion opportunities than their peers at other campuses. The 2025 California Dashboard further confirms the urgency: the College and Career Indicator (CCI) Prepared rate for unduplicated groups remains well below the district average of 45.8%, with Foster Youth at 15.6% (Yellow), Students with Disabilities at 11.8% (Yellow), Long-Term English Learners at 19.1% (Yellow), and English Learners at 21.2% (Yellow). Since CTE pathway completion is	The significant work undertaken in 2025-26 to update course records for accurate CalPADS reporting directly addresses the data integrity issue that may have contributed to undercounting of CTE completers — particularly for English Learners and other unduplicated groups whose completion records require careful SIS documentation. Alignment of CTE pathways to current industry standards and labor market needs ensures that unduplicated students gain access to credentials and skills genuinely valued in the workforce. MUSD-PUHSD middle-to-high school pathway articulation and Pre-CTE exploration at Pinacate MS directly address the need for earlier career pathway exposure for students who have historically had the least access to this information. Addressing the severe pathway access gap at Paloma Valley High School is a specific priority within this action. With only 2 CTE completers in 2024-25 — compared to hundreds at other sites — PVHS students, the majority of whom are unduplicated, are being inequitably served. Expanding active CTE pathway offerings and enrollment at PVHS is essential to achieving districtwide equity in CTE access. This action is provided on an LEA-wide basis because CTE completion equity gaps exist across all PUHSD comprehensive sites, not at a single location. The RCOE CTE contract, industry alignment work, CalPADS reporting improvements, and advisory committee development are structural investments that	CalPADS CTE course enrollment and pathway completion records

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	one of the primary qualifying measures for CCI-prepared status, the low CTE completion rates for these groups directly suppress their college and career readiness outcomes. Community feedback from the 2025-26 PUHSD Family and Community Survey reinforces this need — CTE and Advanced Course Access scored 3.80 districtwide (Needs Attention), with Pinacate MS families rating it at 3.31, the lowest of any site, signaling that students transitioning from middle school — disproportionately unduplicated — lack sufficient awareness of and access to CTE pathways. **Scope:** LEA-wide	require a coordinated districtwide approach. All campuses serve high concentrations of unduplicated students who are underrepresented in CTE completion data, and equitable access to high-quality, CCI-qualifying career pathways requires consistent infrastructure and resourcing across the entire district.	
2.3	**Action:** College & Career Readiness **Need:** The 2025 California Dashboard and local data reveal that despite major districtwide gains in college and career readiness, PUHSD's unduplicated student groups continue to lag significantly behind the district average and their Year 3 targets on the College and Career Indicator, A–G completion, and English Learner progress measures. College and Career Indicator (CCI) — Prepared Rate (2025 Dashboard): • All Students: 45.8%	Action 2.3 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — who continue to lag the district average and their Year 3 targets on the CCI, A–G completion, and ELPI, and is designed to improve their college and career preparedness through coordinated counseling, postsecondary planning, and early college access. Because these supports are needed at every site, the action is provided LEA-wide; it also supports other student groups with identified Red-indicator or DA needs, including Students with Disabilities and African American students.	College and Career Indicator (CCI) LEA Graduation Rate (CA Dashboard) A–G Completion Rate (CA Dashboard Additional Reports) English Learner Progress Indicator (ELPI) (CA Dashboard) FAFSA and CA Dream Act Completion Rate (local indicator)

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	• English Learners: 21.2% (Yellow, +9.8 points — but 24.6 points below district average) • Long-Term English Learners: 19.1% (Yellow, +9.3 points — 26.7 points below district average) • Foster Youth: 15.6% (Yellow, +5.1 points — 30.2 points below district average) • Students with Disabilities: 11.8% (Yellow, +2.3 points — 34.0 points below district average) • Homeless Youth: 33.6% (Yellow, +9.9 points — 12.2 points below district average) • Socioeconomically Disadvantaged: 42.7% (Green, +6.7 points) • African American: 35.4% (Orange, declined 4.3 points — the only subgroup to decline) While the districtwide CCI rate represents a significant and meaningful improvement, the gap between the district average and the performance of the most vulnerable unduplicated groups remains substantial. Foster Youth, Students with Disabilities, and Long-Term English Learners are all performing at less than half the district average, and African American students are the only subgroup to have declined — signaling a specific and urgent equity concern that requires a dedicated, targeted response in 2026-27. A–G completion data further confirms the gap	The action funds counseling staffing and ongoing professional development through the RCOE Comprehensive Counseling Program and CASC Solutions-Focused Counseling techniques, AVID program expansion and site-based implementation, FAFSA and CA Dream Act workshops and multilingual family outreach, dual enrollment coordination through the CSUSB MOU and MSJC articulation agreements, work-based learning opportunities, and college access partnerships including La Sierra University and the University of Redlands. Each component of this action is designed to address a specific identified barrier for unduplicated students. Counselor training and caseload management directly respond to the continuity and consistency gaps that have disproportionately affected Foster Youth, Students with Disabilities, and Long-Term English Learners — students who require relationship-based, individualized postsecondary guidance. AVID expansion and site-based implementation provide EL and Socioeconomically Disadvantaged students with structured academic and college preparatory supports embedded within the school day. FAFSA and CA Dream Act outreach, conducted in partnership with community liaisons and multilingual family education programs including the Latino Family Literacy Project, directly addresses the financial aid access gap for unduplicated families who are navigating the postsecondary planning process for the first time. Dual enrollment coordination through the CSUSB MOU and MSJC articulation agreements expands CCI-qualifying pathways for students who have	Reclassification Rate (RFEP) (local indicator)

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	between graduation and postsecondary preparation for unduplicated students. English Learners completed A–G at 30.7%, Foster Youth at 27.7%, and Students with Disabilities at 20.9% , all significantly below the rates needed to reach four-year university eligibility. The English Learner Progress Indicator (ELPI) remains at 40.6% (Orange), indicating that a significant proportion of EL students are not making sufficient annual progress toward reclassification, which directly limits their access to A–G coursework and CCI-qualifying pathways. The Reclassification Rate (RFEP) reflects a related need: students who are not reclassifying on time are disproportionately Long-Term English Learners who require individualized counseling support to navigate the academic and postsecondary planning process. FAFSA and CA Dream Act completion data reflects an additional access gap for unduplicated families. Multilingual families, first-generation college-going students, and students experiencing housing instability face significant barriers to completing financial aid applications without targeted outreach, individualized guidance, and in-language support, all of which are principally funded through this action. Community feedback from the 2025-26 PUHSD Family and Community Survey confirms the need directly. Counseling Support for College and Career scored 3.85	historically had the least access to early college credit opportunities. This action is provided on an LEA-wide basis because college and career readiness gaps for unduplicated students — as documented in the 2025 CCI, A–G completion, ELPI, Graduation Rate, and community feedback data — exist across all PUHSD school sites. Counselor continuity challenges, inconsistent access to dual enrollment information, FAFSA completion disparities, and gaps in college planning knowledge are not isolated to a single campus but reflect systemic conditions that require a unified, districtwide strategy. A centralized approach to counselor training, postsecondary partnership development, AVID implementation, and multilingual community outreach ensures consistent delivery of high-quality college and career readiness services for unduplicated students regardless of which school they attend. Because PUHSD's unduplicated pupil percentage exceeds 55% districtwide and every comprehensive campus serves high concentrations of English Learners, Foster Youth, and Socioeconomically Disadvantaged students, an LEA-wide approach is both appropriate and necessary to achieve equitable outcomes for all unduplicated groups.	

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	districtwide, rated Needs Attention, with Paloma Valley HS at 3.70, the lowest of any comprehensive high school. College and Career Information scored 3.93 districtwide, with Pinacate MS at 3.15, the lowest score of any site on any Goal 2 indicator. Twenty open-ended family responses specifically requested FAFSA Night at all sites, 4-year academic plans beginning in 9th grade, and dual enrollment information sessions. One family stated directly: "Provide college and career readiness before he graduates. Provide CTE courses so he can graduate with his college degree." These responses reflect that multilingual and unduplicated families value these supports deeply but are not receiving them consistently or equitably across all campuses. **Scope:** LEA-wide		
3.1	**Action:** Enhancing Student Support and Engagement **Need:** The 2025 California School Dashboard, the 2025–26 California Healthy Kids Survey (CHKS) administration, and the 2025–26 PUHSD Family and Community Survey reveal that PUHSD's unduplicated student groups face significant gaps in school engagement, connectedness, and access to enrichment opportunities — gaps that translate directly into the chronic absenteeism and disengagement patterns documented across	Action 3.1 is principally directed to meet the specific needs of the district's unduplicated pupils, English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students, identified in the 2025 Dashboard and CHKS data as facing the most significant disengagement, chronic absenteeism, and connectedness gaps, and is designed to improve their school engagement and access to enrichment. The action funds athletic stipends, ASB advisor stipends, supplemental athletics support, after-school programs, academic and tutoring support, and consultant services for specialized engagement programming. These investments sustain the daily	Chronic Absenteeism Rate (CA Dashboard) California Healthy Kids Survey • School Connectedness Scale (CHKS) • Academic Motivation Scale (CHKS) Student Participation in Athletics, ASB, Clubs, and

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	the district. The 2025 Dashboard documents that chronic absenteeism, a primary indicator of disengagement, remains substantially elevated for unduplicated students compared to the district average of 37.4% (Yellow): • African American students: 56.4% chronically absent (Red), an increase of 6.4 points from the prior year • Homeless students: 50.0% chronically absent (Orange), despite a 7.9-point year-over-year decline • Long-Term English Learners: 38.1% chronically absent (Yellow), continuing improvement from prior years • Socioeconomically Disadvantaged students: 38.2% chronically absent (Yellow) • English Learners: 33.7% chronically absent (Yellow) • Foster Youth: data suppressed for privacy (n=11), with prior-year rates indicating ongoing concern The 2025–26 CHKS administration (n=4,648 students; response rates 72–91%) confirmed that engagement and connectedness are weakest exactly where additional support is most needed. Meaningful Participation, the CHKS scale that measures whether students have authentic opportunities to participate in school decisions, registered as the lowest student-voice indicator across the district at 24% in Grade 9, 25% in Grade 11, and only	structures, teams, clubs, ASB, after-school tutoring, athletics, mariachi, e-sports, and student organizations, through which students develop the relationships, belonging, and motivation that drive attendance, academic engagement, and graduation. Because the 2025–26 CHKS data identified Meaningful Participation as the weakest student-voice indicator across the district (24% Grade 9, 25% Grade 11, 15% Non-Traditional), Action 3.1 in 2026–27 will expand to include Student Voice infrastructure as a named sub-component. This will include Student Advisory Committees, students seated on site councils, structured student-voice protocols in classrooms, and semester student climate surveys. These additions directly address the gap between the current state of student voice and the level of authentic participation that research and CHKS documentation identify as a primary driver of school connectedness, academic motivation, and wellbeing for unduplicated students. The discontinuation of the BARR Program effective end of 2025–26 reflects the district's commitment to directing engagement resources toward what the evidence shows is working. After multi-year implementation at Perris High School, BARR did not produce measurable improvement in academic indicators or in the College & Career Indicator for the unduplicated students it was intended to serve. The funds previously associated with BARR are being redirected toward the engagement strategies above and toward the Tier 1 SEL infrastructure being developed under Action	After-School Programs PUHSD Family and Community Survey

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	15% among Non-Traditional students. School connectedness held at 52–53% across high school grade levels, and academic motivation declined from 65% in Grade 7 to 59% in Grade 11. Forty-seven percent of Grade 9 and 11 students reported school as "really boring" (rating 7+ on a 0–10 scale), and 43% reported trouble focusing on schoolwork — with the highest rates among Black/African American students (45–49% across grade levels). Non-Traditional students, overwhelmingly unduplicated, reported the most concerning engagement and disengagement patterns: 38% current absenteeism (3+ days in past 30, vs. 19–20% in traditional schools), 15% meaningful participation (vs. 24–28% in traditional schools), and 19% current alcohol or drug use (vs. 4–8% in traditional schools). The CHKS data demonstrates that students at PUHSD's alternative settings (Perris Lake High School and IOA) face a different and more acute set of engagement needs than students at comprehensive sites. The 2025–26 PUHSD LCAP Family and Community Survey reinforces these findings. Extracurricular and Sports appeared as the fourth most-frequent open-ended theme, with families identifying access to athletics, ASB, clubs, and after-school programs as a continuing need — particularly for students at sites where these offerings have historically been less consistent. Mental Health and SEL emerged as a high-frequency theme, reflecting parent concern about student belonging and	3.4, which together provide a more research-aligned approach to student belonging and academic engagement. Action 3.1 specifically prioritizes equitable engagement programming at Perris Lake High School and IOA, where Non-Traditional students reported the most acute engagement needs in the 2025–26 CHKS data (15% meaningful participation, 38% current absenteeism, 35% optimism vs. 48–50% in traditional schools). Athletic stipends, club advisor stipends, ASB programming, and after-school supports will be resourced at these sites with intensity comparable to comprehensive sites, addressing the persistent gap in enrichment access for students whose engagement data is most concerning. This action is provided on an LEA-wide basis because engagement and connectedness gaps exist across all PUHSD comprehensive, middle, and alternative sites, not at a single location. The 2025 Dashboard documents elevated chronic absenteeism for unduplicated student groups districtwide, and the 2025–26 CHKS administration documents declining academic motivation and weak meaningful participation across all grade levels and sites. Athletic stipends, ASB infrastructure, after-school programming, consultant services for specialized engagement work, and Student Voice infrastructure all require coordinated districtwide investment to ensure that all students, particularly unduplicated students at every site, have access to the enrichment, leadership, and connection opportunities that drive engagement and academic outcomes.	

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	connection. Survey indicator data showed that engagement-related items consistently received lower scores from families at alternative and smaller sites than from families at comprehensive sites. **Scope:** LEA-wide		
3.2	**Action:** Attendance Matters: The Key to Academic Achievement and Wellbeing **Need:** The 2025 California School Dashboard, the 2025–26 California Healthy Kids Survey (CHKS) administration, and PUHSD local indicator data establish that chronic absenteeism remains substantially elevated for unduplicated student groups, even as the districtwide rate has declined from a 47.8% baseline (2022–23) to 37.4% (Yellow) in 2024–25. The 2025 Dashboard documents the following disaggregated chronic absenteeism rates relative to the 37.4% district average: • African American students: 56.4% chronically absent (Red) — an increase of 6.4 points from the prior year and the most concerning Goal 3 indicator on the 2025 Dashboard • Students with Disabilities: 47.4% chronically absent (Red) — an increase of 0.5 points and a regression from Yellow to Red performance	Action 3.2 is principally directed to meet the specific needs of the district's unduplicated pupils, English Learners, Long-Term English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students, identified in the 2025 Dashboard data above as facing the most significant attendance gaps, and is designed to reduce their chronic absenteeism and improve school re-engagement. The action funds a districtwide multi-tiered attendance and re-engagement system that became fully operational in 2025–26 and will continue scaling in 2026–27. Because these attendance gaps are present across all sites, the action is provided LEA-wide; it also benefits other student groups with identified Red-level needs, including African American students and Students with Disabilities. The action sustains Attendance Teams, supported by Pupil Services and Principal on Special Assignment, an Attendance TOSA, Attendance Specialists, and Community Liaisons assigned to sites. This team produces weekly Attendance and Suspension snapshots distributed to all sites every Monday, facilitates monthly attendance meetings and AP Attendance/Discipline meetings, and	Chronic Absenteeism Rate (CA Dashboard) LEA Attendance Rate / ADA Capture Rate (Infinite Campus, P1 and P2 ADA Reports) Attendance Recovery Output (Local Indicator) Independent Online Academy (IOA) Enrollment, Course Completion, and Satisfaction SARB Family Engagement and Outcomes (Local Indicator) Home Visit and Tier 2/3 Intervention Logs (Local Indicator)

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	• Homeless students: 50.0% chronically absent (Orange) — a 7.9-point year-over-year decline, but rates remain critically high • Long-Term English Learners: 38.1% chronically absent (Yellow) — a 5.3-point decline, improvement from Orange to Yellow • Socioeconomically Disadvantaged students: 38.2% chronically absent (Yellow) — a 4.2-point decline • English Learners: 33.7% chronically absent (Yellow) — a 6.6-point decline • Foster Youth: data suppressed for privacy on the 2025 Dashboard (n=11), with prior-year rates and local indicator data documenting ongoing concern The Year 2 regression for African American students (Red, 56.4%) and Students with Disabilities (Red, 47.4%) is particularly significant because it occurred during a year when the districtwide rate continued to decline. The universal attendance protocols deployed in 2024–25 produced gains for most unduplicated groups but did not reach these two groups, indicating that group-specific intervention design is required. The 2025–26 CHKS data offers possible explanations: students with IEPs report 35% chronic sadness at Grade 7 (versus 24% for non-IEP students) and 16% past-year suicide ideation (versus 10% for non-IEP students), indicating that mental health and connectedness factors, not attendance interventions alone, drive their	operates standardized SARB processes, now including the Coordinator of Mental Health, District Counselor, and District Nurse, co-facilitated with the Riverside County District Attorney. SARB family attendance rose from 4 of 8 invited families at the first meeting of 2025–26 to 9 of 10 families at later meetings, evidence that the rebuilt process is reaching the families it is designed to engage. Attendance Specialists conduct home visits, parent meetings, individualized re-engagement plans, and Tier 2/3 outreach for students with frequent absences. Community Liaisons coordinate language-accessible outreach in Spanish and English, particularly for English Learner and Homeless families. The action also funds the Attendance Recovery infrastructure built in 2025–26 in alignment with new California EdCode, which produced approximately 15,000 recovered ADA days year-to-date by late March with a P2 goal of recovering an additional 45,000 days to reach 95% ADA. Three concurrent recovery streams are sustained: Scholar Saturday (Saturday School), with over 600 students attending in a single weekend in March; Short-Term Independent Study (ISP), with 58% of assigned ISP days completed in the first 6 weeks of 2025–26 versus 33% the prior year; and the Infinite Campus Attendance Recovery Tool. The Attendance TOSA developed standardized ISP lessons for all core academic classes, ensuring instructional consistency for students on short-term ISP. By P1 reporting (January), 1.18% of total district ADA was generated through Recovery options, and the district-wide attendance capture rate increased from 92.21% in December to	Weekly Attendance and Suspension Snapshot Distribution (Local Indicator)

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	absences. Black/African American students reported the highest "trouble focusing on schoolwork" rates across grade levels (45% Grade 7, 48% Grade 9, 49% Grade 11), suggesting an instructional and engagement dimension to their attendance pattern. Students in alternative settings (PLHS and IOA), overwhelmingly unduplicated, reported substantially elevated current absenteeism in the 2025–26 CHKS administration: 38% of Non-Traditional students reported being absent 3 or more days in the past 30, compared to 19–20% in traditional schools. This data establishes that students at PUHSD's alternative settings face a different and more acute set of attendance needs than students at comprehensive sites, and that alternative-placement and online options are essential components of an equitable attendance response. PUHSD has been identified for Differentiated Assistance in part due to chronic absenteeism rates among Homeless students, and chronic absenteeism is one of the eight state indicators on which the district must demonstrate progress. Without targeted, group-specific intervention design and continued investment in Attendance Recovery infrastructure, PUHSD's unduplicated students will continue to face the academic, social-emotional, and graduation consequences of disengagement at rates that the district average alone obscures.	92.87% in January. Because Attendance Recovery directly converts what would otherwise be lost instructional time into recovered ADA, this infrastructure is principally beneficial to unduplicated students, who are disproportionately represented among students with chronic absences. Action 3.2 funds the Independent Online Academy (IOA) as an alternative placement and re-engagement vehicle. IOA scaled from launch to 250 students during 2025–26, with 81% of parents reporting they were "Very Satisfied" or "Satisfied" and 72% of students rating their experience "Excellent" or "Good" at the end of the first semester. IOA serves a population that includes a substantial proportion of unduplicated students who require alternative placement to maintain academic engagement, including students whose attendance pattern in traditional settings has produced chronic absenteeism. The Academic Probation system established for the 20% of IOA students failing the majority of online courses ensures that re-engagement does not become disengagement, with structured family meetings and supportive measures. In response to the Year 2 regression for African American students and Students with Disabilities, Action 3.2 in 2026–27 will add disaggregated, group-specific intervention plans for these two groups, distinct from universal outreach protocols. For Students with Disabilities, this includes embedded coordination with Special Education for attendance case management and alignment with Action 3.4 mental health supports, responding to	

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	Scope: LEA-wide	the CHKS finding that students with IEPs experience chronic sadness and suicide ideation at substantially higher rates than non-IEP peers. For African American students, this includes targeted engagement strategies addressing the "trouble focusing" pattern (45–49% across grade levels) and direct coordination with Action 3.4 Wellness Center supports. This action is provided on an LEA-wide basis because chronic absenteeism affects students at every PUHSD site, with particularly elevated rates among unduplicated student groups documented across all comprehensive, middle, and alternative campuses. The District and Site Attendance teams, and weekly data products all require coordinated districtwide investment to produce equitable re-engagement services and outreach capacity across all campuses, standardize practices and expectations, support data-informed decision-making through centralized leadership, and provide shared professional learning for staff responsible for attendance and re-engagement. Action 3.2 specifically supports Homeless students identified through PUHSD's Differentiated Assistance designation, by addressing the disproportionately high rates of chronic absenteeism through personalized outreach, barrier-reducing strategies, and cross-agency coordination designed to re-engage highly mobile and vulnerable youth.	
3.3	**Action:** Securing School Environments **Need:**	Action 3.3 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged	Suspension Rate (CA Dashboard)

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
	The 2025 California School Dashboard, the 2025–26 California Healthy Kids Survey (CHKS) administration, the 2025–26 California School Parent Survey (CSPS), and the 2025–26 PUHSD LCAP Family and Community Survey establish that PUHSD's unduplicated student groups continue to face elevated exposure to exclusionary discipline, parent-perceived safety concerns, and bullying, gaps that require sustained investment in school resource personnel, facilities security, crisis response capacity, and bullying prevention to address. The 2025 Dashboard documents that, while the districtwide suspension rate continued declining to 2.8% (Green), unduplicated student groups remain suspended at substantially elevated rates relative to the district average: • Foster Youth: 9.9% suspended at least one day (Red performance level), with the gap to the all-student rate (2.8%) widening even as overall suspensions decline • Students with Disabilities: 5.8% suspended at least one day (Yellow), more than double the all-student rate • African American students: 5.6% suspended at least one day (Yellow), maintained from prior year but at a level requiring sustained attention • Pacific Islander students: 5.7% suspended at least one day (data display reflects small N)	students — identified in the 2025 Dashboard and CHKS/CSPS data, and is designed to maintain the safe, supportive learning environments these groups need to remain engaged and in school. Because school climate and safety supports are needed across all campuses, the action is provided LEA-wide; it also benefits other student groups with identified needs, including African American students and Students with Disabilities. The action funds a comprehensive set of personnel, infrastructure, training, and prevention investments designed to ensure consistent campus safety presence, prevent behaviors that lead to exclusionary discipline, and respond to climate concerns identified by students and parents. The cornerstone of this action is the district's School Resource Officer (SRO) support, sustained through contracts with the Menifee Police Department and the Riverside County Sheriff's Office. SRO coverage is provided at every PUHSD site, with each contracted partner providing officers for sites within their respective jurisdictions: the Menifee Police Department covers Heritage High School, Liberty High School, and Paloma Valley High School, and the Riverside County Sheriff's Office covers Perris High School, Pinacate Middle School, and Perris Lake High School. SROs serve as a visible safety presence on campus, monitor and de-escalate potential safety incidents in real time, support emergency response and crisis intervention, coordinate with site administration on threat assessment, and build trust between students and law enforcement. The	Expulsion Rate (CA Dashboard / DataQuest) Annual Williams Report — Safe, Clean, and Functional Facilities (Local Indicator) California Healthy Kids Survey — School Safety (CHKS) California School Parent Survey — Safety and Climate (CSPS) Bullying and Harassment Indicators (CHKS, CSPS, and PUHSD Family Survey)

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
	• Homeless students: 4.4% suspended at least one day (Green), continuing improvement • Long-Term English Learners: 3.8% suspended at least one day (Green) The 2025–26 CHKS - Parent survey revealed that parent-perceived safety concerns substantially exceed student self-reported incidence rates and require continued investment in visible safety personnel and prevention infrastructure. 61% of high school parents reported physical fighting as some level of problem, 44% reported student substance use as a problem, and 38% reported school disorder as a problem, all driven by parent visibility into peer behavior, news, and community-level concerns even when student self-reported incidence is lower (5–6% in fights, 4–8% AOD use). White parents and Black/African American parents reported the lowest safety perceptions in the 2025–26 CSPS, with only 25% of Black/African American parents and 27% of White parents strongly agreeing the school is a safe place for their child. Bullying prevention emerged as the most urgent climate concern in 2025–26, with the disability-related dimension being a critical equity issue. The 2025–26 CSPS documents that parents of students with IEPs report bullying as a "large problem" at 29%, compared to 15% for non-IEP parents, nearly double the rate. IEP parents also report physical fighting as a large problem at 25%	continued investment in SRO contracts is directly tied to the suspension rate reductions documented across the LCAP cycle (6.4% baseline to 2.8% Year 2, Yellow to Green) and to PUHSD's capacity to manage significant safety events without escalation to violence or injury. Action 3.3 funds additional campus supervision personnel and security operations, ensuring that every site has trained classified and certificated staff available to monitor common areas, support transitions between classes, and respond to incidents. The action also funds risk management infrastructure that supports schoolwide safety planning, threat assessment protocols, and coordination between site administration, district safety leadership, and community partners. Action 3.3 funds crisis response and emergency planning training infrastructure for site administrators, counselors, social workers, and school psychologists. This includes Crisis Intervention training, Risk Screening training, ProAct training, and ongoing professional development on suspension and expulsion procedures, threat assessment, trauma-informed care, and California Education Code compliance, delivered in collaboration with the Riverside County Office of Education. This action is provided on an LEA-wide basis because all PUHSD schools serve high concentrations of unduplicated students who depend on consistent safety personnel, facilities security, and crisis response infrastructure. Providing SRO coverage, campus supervision,	

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	(vs. 15%) and student alcohol/drug use as a large problem at 21% (vs. 11%). The 2025–26 PUHSD Family and Community Survey (455 respondents) identified Bullying Awareness & Response as the lowest-scoring indicator district-wide at 3.44/5.00, flagged as the top District Priority for immediate action. The 2025–26 CHKS administration confirmed that 29% of Grade 7 students and 28% of Grade 9 students experienced bullying or harassment in the past year, and that 22% of Grade 7 and 21% of Grade 9 students experienced cyberbullying. The 2025–26 CHKS also documents that perceived safety, while improving, remains below the 70% threshold that CHKS technical documentation identifies as healthy school climate: 57% of Grade 7 students, 60% of Grade 9 students, and 65% of Grade 11 students reported feeling "very safe or safe" at school. Several incident-response events during 2025–26, including coordinated crisis response, three student walkouts, and Title IX investigations — required mature crisis-response infrastructure and visible safety personnel to manage without escalation. **Scope:** LEA-wide	facilities security, and crisis training districtwide ensures that every school has equitable access to safety personnel and resources; that districtwide norms for supervision, crisis response, and behavioral expectations are upheld consistently; that systematic supports for at-risk students can be effectively coordinated across all campuses; and that integrated safety training, emergency communication, and disciplinary frameworks are coherent across the district.	
3.4	**Action:** Fostering Social and Emotional Health for Educational Success	Action 3.4 is principally directed to meet the specific needs of the district's unduplicated pupils, English Learners, Long-Term English Learners, Foster Youth, Homeless students, and	California Healthy Kids Survey — Chronic Sadness / Hopelessness (CHKS)

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	Need: The 2025–26 California Healthy Kids Survey (CHKS) administration, the 2025–26 California School Parent Survey (CSPS), and the 2025 California School Dashboard establish that PUHSD's unduplicated student groups are experiencing mental health and social-emotional needs at rates that are substantially elevated compared to district averages, and at levels that approach or exceed public-health thresholds for several subgroups. The CHKS administration reached 4,648 students (response rates 72–91%), the CSPS reached 515 parent respondents, and together these instruments produce the strongest evidence base for Action 3.4 in the LCAP cycle to date. The 2025–26 CHKS documents the following district-level rates for chronic sadness/hopelessness and past-year suicide ideation, with severe disparities by IEP status, gender identity, and grade level: • Chronic sadness/hopelessness (felt so sad or hopeless almost every day for two weeks or more in the past 12 months that they stopped doing usual activities): 25% Grade 7, 31% Grade 9, 28% Grade 11, 32% Non-Traditional • Past-year suicide ideation: 8% Grade 7, 11% Grade 9, 9% Grade 11, 11% Non-Traditional • Students with IEPs report chronic sadness at 35% (Grade 7) versus 24% for non-IEP students, and past-year suicide ideation at 16% versus	Socioeconomically Disadvantaged students, identified in the 2025–26 CHKS and CSPS data as facing the most acute mental health and social-emotional needs, and is designed to address those needs through coordinated wellness and behavioral health supports. Because these needs are present districtwide, the action is delivered LEA-wide; it also supports other student groups with identified needs, including African American students and Students with Disabilities. The action funds a districtwide system of Tier 2 and Tier 3 wellness and mental health supports, anchored in Wellness Centers at every comprehensive high school and supported by district-level coordination, professional development, and cross-departmental partnerships. Wellness Centers are operated at all comprehensive high schools. PUHSD employs ERMHS (Educationally Related Mental Health Services) clinicians, licensed social workers, substance abuse counselors, and wellness counselors that support student need at the Wellness Centers. Wellness Centers serve as the primary access point for individual counseling, group counseling, crisis support, drop-in mental health services, and substance abuse intervention. Services are available throughout the school day and are designed to be accessible to students who self-refer as well as to students referred by teachers, site administrators, parents, or attendance and discipline staff. Wellness Center utilization by	California Healthy Kids Survey — Past-Year Suicide Ideation (CHKS) California Healthy Kids Survey — Mental Health Access (CHKS) California Healthy Kids Survey — Caring Adult Relationships and School Connectedness (CHKS) Wellness Center Utilization Logs (Local Indicator) Suspension Rate (CA Dashboard) Mental Health Coordinator System Indicators (Local Indicator) Foster Youth and McKinney-Vento Service Coordination (Local Indicator)

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	10% for non-IEP students — substantially higher rates that reflect the compounded mental health and engagement burden faced by this group • Female students report chronic sadness at 35–40% across grade levels, and nonbinary and gender-expansive students report chronic sadness at 53–58% — rates approximately twice and triple the male student rates • Black/African American students report the highest rates of "trouble focusing on schoolwork" across grade levels (45% Grade 7, 48% Grade 9, 49% Grade 11), an indicator linked to underlying mental health and engagement challenges. The 2025–26 CHKS also documents a significant treatment access gap, students who need mental health support are not consistently reaching the Tier 2/3 services PUHSD has built. Only 13% of Grade 11 students strongly agree they know where to go at school for mental health support, and only 10% of Grade 9 students who reported wanting to talk to a counselor said they actually received help. This gap is structurally important because it means the wellness infrastructure is not being accessed at the rate the underlying need would predict, and that the students with the highest need (IEP, female, nonbinary, Black/African American) are the ones least likely to navigate to support	Foster Youth, Homeless students, and Long-Term English Learners has been consistently documented as disproportionate to enrollment, evidence that the supports are reaching the unduplicated populations the action is principally designed to serve. The Mental Health Coordinator role provides districtwide leadership for the Tier 2/3 wellness system. The Coordinator leads weekly District Social Worker meetings, develops and maintains referral flow charts (including the joint Behavioral Interventionist and Substance Interventionist referral protocol), coordinates Foster Youth and McKinney-Vento services in partnership with Learning Support Services and the Riverside County Office of Education, and delivers districtwide training in suicide prevention, risk screening, and crisis intervention. This role ensures consistent implementation of evidence-based practices across all sites and provides centralized capacity for crisis response. Action 3.4 funds the school psychology, speech therapy, and special education program specialist staffing that supports student wellness and the educationally related needs of students with disabilities. This includes psychologists conducting assessments and individual consultation, speech therapists providing language and communication services, program specialists coordinating special education implementation, and the LEA Rep Release time required for compliant special education meetings. MTSS Counselors at 50% time provide Tier 2 academic and behavioral support and are integral to the multi-tiered system	

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	without universal Tier 1 prevention and orientation. Social-emotional and engagement indicators on the 2025–26 CHKS reinforce these findings. Caring Adult Relationships (a CHKS Internal Assets indicator) registered at 38% Grade 7, 37% Grade 9, and 39% Grade 11, meaning fewer than 4 in 10 students consistently identify a caring adult at school. Optimism and Goal-Setting registered at 48–50% across grade levels in traditional schools but only 35% among student at the alt ed setting. Substance use indicators reveal elevated need: 19% of alt ed students report current alcohol or drug use compared to 4–8% in traditional schools. The 2025 California School Dashboard documents that suspension rates remain elevated for several unduplicated student groups served by Action 3.4 supports: Foster Youth at 9.9% (Red), Students with Disabilities at 5.8% (Yellow), and African American students at 5.6% (Yellow). These rates correlate with the underlying mental health, behavioral, and engagement needs Action 3.4 is designed to address, and they establish that without sustained Wellness Center capacity, Tier 2/3 mental health staffing, and crisis response infrastructure, the suspension trajectory and academic outcomes for these groups would deteriorate rapidly. Wellness Center utilization data across 2024–25 and 2025–26 confirms that demand has	of supports across sites. District Assistant Principals and District Nurses provide cross-site coordination of student health, attendance, and discipline matters. Action 3.4 funds districtwide professional development for staff working with students experiencing mental health, behavioral health, or trauma-related needs. This includes Crisis Intervention training, Risk Screening training (Parts A and B), suicide prevention training, trauma-informed practice professional development, and ProAct training delivered to counselors, site administrators, social workers, school psychologists, and selected classroom staff. The training infrastructure ensures that adults across the district have the capacity to identify students in crisis, conduct safe and appropriate risk screenings, and respond to mental health emergencies. This action is provided on an LEA-wide basis because mental health, social-emotional, and behavioral health needs exist at every PUHSD site, with elevated rates among unduplicated student groups documented across all comprehensive, middle, and alternative campuses. Wellness Centers, ERMHS clinicians, social workers, the Mental Health Coordinator, school psychologists, MTSS counselors, and crisis response training infrastructure all require coordinated districtwide investment to ensure equitable access for unduplicated students at every site, consistent implementation of evidence-based mental health and SEL practices, centralized professional development capacity,	

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	consistently outpaced staffing assumptions. Wellness Center logs and counselor caseloads document disproportionate utilization by Foster Youth, Homeless students, and Long-Term English Learners, exactly the unduplicated groups the action is designed to serve. PUHSD's Differentiated Assistance designation for Homeless youth, the LCAP-required focus on Foster Youth wellbeing, and the disability-related bullying and harassment data documented in the CSPS (29% of IEP parents report bullying as a "large problem" versus 15% for non-IEP parents) all establish that Action 3.4's wellness and mental health infrastructure is principally benefiting unduplicated pupils and is essential to the district's equity commitments. **Scope:** LEA-wide	and cross-departmental coordination of Foster Youth, Homeless, and McKinney-Vento services. The crisis response and suicide prevention infrastructure must be available at every site at a level adequate to respond to the elevated chronic sadness and suicide ideation rates documented across grade levels and student groups in the 2025–26 CHKS data. Action 3.4 specifically supports Homeless students identified through PUHSD's Differentiated Assistance designation by ensuring that Wellness Center services, social work supports, and cross-agency coordination are available to highly mobile and vulnerable youth at every campus they may attend.	
4.1	**Action:** Enhancing Communication and Engagement to Support Student Success **Need:** Educational partner feedback through DELAC, ELAC, AAPAC, SEPAC, and site SSCs identified that unduplicated families, particularly EL, LTEL, SED, foster youth, and homeless families face access, language, and outreach barriers that non-unduplicated	Action 4.1 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students — and their families, who face the most significant relationship, language, and outreach barriers to school engagement, and is designed to remove those barriers through the district's bilingual Community Liaison infrastructure. Beginning in 2025–26, bilingual Community Liaison salaries transitioned from LCAP LCFF Supplemental &	Parent participation in trainings, workshops, and conferences (districtwide aggregate, with subgroup disaggregation where available through the LCAP Participation Log Sheet) Parent participation in the Special Education Parent

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	families do not experience at the same magnitude. The 2025 Dashboard showed chronic absenteeism remains concentrated in unduplicated subgroups at Pinacate Middle School (African American 56.4% Red; SWD 47.4% Red; Homeless 50.0% Orange; LTEL 38.1% Yellow; SED 38.2% Yellow; EL 33.7% Yellow), and districtwide chronic absenteeism for grades 9–12 stood at 33%. The 2025–26 CSPS confirmed EL parents report higher favorable perceptions than non-EL parents across nearly every indicator, identifying the bilingual Community Liaison infrastructure as the documented practice driving that EL family advantage. **Scope:** LEA-wide	Concentration to Title I as a deliberate braided-funding alignment with the unduplicated populations primarily served. The LCAP-funded portion of Action 4.1 supports classified extra-duty assignments and benefits that extend liaison capacity beyond the regular workday — evening parent workshops, weekend community events, home visits, and supplemental outreach to chronically absent students and their families. Liaisons participate in site attendance huddles, conduct bilingual outreach for students trending toward chronic absenteeism, and coordinate warm hand-offs to wraparound services — work that contributed directly to the attendance increase from 88.5% (2023–24) to 90.65% (2024–25) and the recovery of 10,375+ instructional days. Because these barriers affect unduplicated families across all sites, the Community Liaison infrastructure is provided LEA-wide; it also benefits other families with identified needs. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled at every PUHSD site, the District's unduplicated pupil percentage exceeds 55%, and a districtwide approach ensures equitable bilingual, culturally responsive family engagement at every campus regardless of site capacity. Action 4.1 specifically supports homeless students under PUHSD's Differentiated Assistance designation and Equity Multiplier sites (PLHS, IOA) through bilingual relationship-based outreach.	Advisory Committee - SEPAC California School Parent Survey (CSPS) participation and results, disaggregated by subgroup Growth in parent leaders across SSC, ELAC, DELAC, AAPAC, DAAPAC, SEPAC, and the Community Schools Parent Advisory Committee Equity Multiplier site engagement indicators, including the percentage of PLHS/Scholar+ families reporting they feel welcomed and that their input is valued
4.2	**Action:** Empowering Parents: Building Capacity for Student Success	Action 4.2 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students,	Parent participation in trainings, workshops, and conferences (districtwide aggregate, with subgroup

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	Need: Educational partner feedback gathered through DELAC, ELAC, AAPAC, School Site Councils, the Community Schools Parent Advisory Committee, the Special Education Parent Advisory Committee (SEPAC), the LCAP Parent Advisory and Survey, the California Healthy Kids Survey (CHKS), and post-workshop exit surveys consistently identified that unduplicated families — particularly English Learners (EL), Long-Term English Learners (LTEL), socioeconomically disadvantaged (SED), foster youth (FY), and homeless (McKinney-Vento) families — face capacity and access barriers to engaging in their children's education that non-unduplicated families do not face at the same magnitude. CHKS data showed lower parent participation in school planning and feedback processes among EL, SED, and FY subgroups, limiting their voice in site-based and District-level decisions. Equity Multiplier site engagement data confirmed an acute capacity-building need: at PLHS and IOA, only 38% of families reported feeling welcomed or that their input was valued — at sites where 86% of students are SED, 21% are EL, 9.8% are Students with Disabilities, and 4.5% are homeless. EL and SED families also reported lower confidence navigating Infinite Campus, ParentSquare, course selection, A–G graduation requirements, FAFSA/CADAA completion, and college and career planning compared to non-unduplicated families. Long-Term English	Foster Youth, and Homeless students — whose families were identified as facing the most significant family-engagement gaps, and is designed to build those families' capacity to support their students through a districtwide family capacity-building system. Because these families are served at every site, the action is provided LEA-wide; it also benefits the families of other student groups with identified needs, including Students with Disabilities. The action funds a districtwide family capacity-building system that became fully operational in 2024–25 and will continue scaling in 2026–27 as the Family and Community Engagement framework, supported through braided funding across LCAP (LCFF Supplemental & Concentration), Title I, and the California Community Schools Partnership Program (CSPP). The action sustains a districtwide parent learning calendar of workshops, trainings, conferences, and parent learning series delivered in hybrid format with simultaneous interpretation through Wordly AI translation, removing language as a barrier to participation in any in-person or virtual session. Districtwide programming includes the United Families, Inspired Kids social-emotional learning series in partnership with Love 4 Life Association, Strengthening Student Success through Financial Literacy, Fuel Student Success with the Power of Nutrition, suicide prevention, bullying prevention, mental health, and college and career readiness workshops including FAFSA/CADAA Cash for College nights. Site-level offerings include Coffee with the Principal, ELAC,	disaggregation where available through the LCAP Participation Log Sheet) Parent participation in the Special Education Parent Advisory Committee (SEPAC) California School Parent Survey (CSPS) participation and results, disaggregated by subgroup Growth in parent leaders across SSC, ELAC, DELAC, AAPAC, DAAPAC, SEPAC, and the Community Schools Parent Advisory Committee Equity Multiplier site engagement indicators, including the percentage of PLHS/Scholar+ families reporting they feel welcomed and that their input is valued

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	Learners showed only 9% Prepared on the College/Career Indicator (Red), Foster Youth 10.5%, and Students with Disabilities 8.6% — outcomes that family capacity-building is designed to influence by equipping parents to advocate for and reinforce postsecondary planning at home. Educational partners explicitly requested expanded workshops on social-emotional learning, mental health, suicide prevention, financial literacy, nutrition, digital safety, and college and career readiness, as well as hybrid (in-person and virtual) delivery and consistent interpretation in families' preferred languages. DELAC noted the strength of translated communications and requested additional workshops on these topics specifically for EL families. Spring 2025 LCAP engagement feedback further advocated for the re-establishment of districtwide platforms such as DAAPAC and a reconstituted SEPAC to provide sustained input from underrepresented families. **Scope:** LEA-wide	AAPAC, Parent Book Club at Perris High School, Loteria Night, the Parent Engagement Leadership Institute (PELI), the Latino Family Literacy Project, and Community Schools Parent Advisory Committee meetings. The action also supports the infrastructure that makes capacity-building accessible to unduplicated families: bilingual Community Liaisons assigned to each comprehensive site who provide one-on-one guidance, conduct personalized outreach to EL and homeless families, coordinate language-accessible workshop delivery, and serve as trusted, culturally responsive connectors between home and school. The action funds materials and supplies — printed multilingual resources, resource bags distributed at pickup and drop-off, site-based Resource Hubs accessible via QR code, and event materials — that ensure unduplicated families can act on what they learn. Documentation infrastructure (QR-code sign-ins, post-event surveys in English and Spanish, the LCAP Participation Log Sheet) ensures the District can disaggregate engagement data by subgroup and respond to gaps in real time. This action is provided on an LEA-wide basis because unduplicated student groups are enrolled at every PUHSD site, with a districtwide unduplicated pupil percentage that exceeds 55%, qualifying the District for concentration grant funding. Empowering families with the knowledge to navigate academic systems, advocate for their children, and participate in school decision-making is a critical equity strategy that requires consistent,	

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		coordinated investment across all campuses. A districtwide approach ensures equitable access to multilingual workshops and parent leadership pathways at every school regardless of site capacity, consistent quality and scope of programming for EL, SED, FY, and homeless families, alignment between site and District advisory structures so that family voice flows in both directions, and shared professional learning for staff and liaisons responsible for family engagement.	
4.3	**Action:** Community Collaborations: Enhancing School-Community Partnerships **Need:** Educational partner feedback and PUHSD's accountability data identify a documented community partnership and family engagement coordination gap, with the gap most pronounced at the District's alternative education sites, where unduplicated student concentrations are highest and where the partnership coordination infrastructure that supports families at the comprehensive high schools has historically been thinnest. At the districtwide level, Year 2 reflection identified an additional constraint: the volume of community partnership events and family programming consistently outpaced the coordination capacity available to plan, host, document, and follow up on them. Educational partner feedback noted that demand for districtwide partnership-supported	Action 4.3 is principally directed to meet the specific needs of the district's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students — and their families, who most depend on coordinated access to community resources and services, and is designed to integrate those resources through PUHSD's community partnership ecosystem. The action funds formal partnerships with the City of Perris, RCOE's Family Engagement Network, Riverside University Health System, the Perris Valley Chamber of Commerce, MSJC, CSUSB, Riverside City College, and Growing Inland Achievement; standardized QR-coded Resource Hubs at every campus; cross-agency events (Special Education Resource Fair, Kwanzaa Celebration, Hispanic Heritage Month, Red Ribbon Week, Great Kindness Challenge, National Parental Involvement Day, Public Volunteer Week, State of the District); and the LCAP Participation Log Sheet that captures site-level monthly participation. Because these resource and service needs span unduplicated families across all sites,	Parent participation in trainings, workshops, and conferences Parent participation in the District-level committees California School Parent Survey (CSPS) participation and results Growth in parent leaders across SSC, ELAC, DELAC, AAPAC, DAAPAC, SEPAC, and the Community Schools Parent Advisory Committee Equity Multiplier site engagement indicators, including the percentage of PLHS/Scholar+ families reporting they feel

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	programming exceeded the team's ability to deliver, particularly in spring, and that several high-value cross-agency events (Special Education Resource Fair, Hispanic Heritage Month, Red Ribbon Week, Great Kindness Challenge, National Parental Involvement Day, Public Volunteer Week, the State of the District event) required coordination capacity that exceeded what existing district-level leadership could provide alongside their strategic and oversight responsibilities. Without sufficient districtwide coordination capacity, the partnership ecosystem documented under Action 4.3, encompassing the City of Perris, Riverside County Office of Education, Riverside University Health System, the Perris Valley Chamber of Commerce, Mt. San Jacinto College, CSU San Bernardino, Riverside City College, and Growing Inland Achievement, cannot consistently reach unduplicated families at the magnitude the partnership relationships make possible. Educational partners, including the LCAP Parent Advisory, the Community Schools Parent Advisory Committee, SEPAC, DELAC, and the Equity Multiplier stakeholder engagement at PLHS and IOA, consistently identified the need for a strengthened districtwide community partnership coordination team capable of coordinating community partnerships, planning and hosting partnership-supported family events across all sites, and connecting families, particularly at alternative education sites, to the same network of community-based services that	the partnership ecosystem is provided LEA-wide; it also benefits other families with identified needs. This work is delivered by PUHSD's Community Partnership and Family Engagement Coordination Team, anchored by the Director of Learning Support Services and operationalized through two district-level positions: the Community Engagement Specialist and a District Community Liaison (added 2026–27). The team operates within a braided-funding structure: LCAP LCFF Supplemental & Concentration funds the team's LCAP-described work; CSPP supports the broader Community Schools infrastructure with which the team's work is coordinated; and Title I supports the site-based bilingual Community Liaisons under Action 4.1. This action is provided on an LEA-wide basis because the partnership ecosystem itself is districtwide, unduplicated student groups are enrolled at every PUHSD site, and the District's unduplicated pupil percentage exceeds 55%. A districtwide approach ensures equitable partnership access at every campus regardless of site size or model, alignment with Actions 4.1, 4.2, and 4.4, and continuity of Community Schools infrastructure as CSPP implementation funding approaches its planned wind-down — positioning the 2027–30 cycle to sustain partnership coordination capacity through LCAP and Title I.	welcomed and that their input is valued

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	comprehensive site families access through site-based liaisons. **Scope:** LEA-wide		
4.4	**Action:** Enhancing Community Engagement: Fostering Effective Two-Way Communication **Need:** The 2025–26 California School Parent Survey, the LCAP Community and Parent Feedback Survey, and the California Healthy Kids Survey identify a clear two-way communication strength to protect and an actionable equity gap to close. Two-way input access is the most actionable gap. The community survey's Input Opportunities indicator scored 3.62/5.00 — the second-lowest on the survey — and LCAP Understanding scored 3.77. The CSPS confirmed: only 23% of parents strongly agree the school actively seeks their input, only 27% strongly agree they feel welcome, and only 9% have served on a school committee. The Equity Group Input indicator for foster, IEP, EL, and African American families scored 3.76 districtwide (3.43 at Liberty HS), confirming that unduplicated families want stronger pathways to be heard. Race/ethnicity disaggregation shows where communication has not yet reached. Only 12% of White parents, 19% of Black/African	Action 4.4 is principally directed to meet the specific needs of the district's unduplicated pupils, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless students, whose families face the most significant language-, information-, and input-access barriers, and is designed to remove those barriers through districtwide two-way communication infrastructure. Because these barriers exist districtwide, the action is delivered LEA-wide; it also benefits the families of other student groups with identified needs, including IEP families. The action funds the districtwide communication and feedback infrastructure that became fully operational in 2025–26, supported through braided funding across LCAP (LCFF Supplemental & Concentration), Title I, and the California Community Schools Partnership Program (CSPP). Where Action 4.2 builds family capacity through workshops, Action 4.4 builds the communication and feedback systems that ensure all families, especially unduplicated families, receive, understand, respond to, and shape District decision-making. The action sustains ParentSquare as the primary mass communication platform with bilingual posts, layered with Peachjar, SIS messaging, school marquees, lobby	California Healthy Kids Survey: Parent Survey LCAP Community and Parent Feedback Survey Two-Way Communication Parent Contact Data - ParentSquare Translation and Interpretation Utilization (Wordly Usage Logs, Local Indicator) Multi-Channel Communication Reach — ParentSquare, Peachjar, Social Media, Site Resource Hubs, Marquees, Bulletin Boards (Local Indicator) Stakeholder and Advisory Meeting Attendance Trends Parent Committee Participation Rate

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	American parents, and 19% of multiracial parents strongly agree they feel welcome — compared with 33% Hispanic/Latino and 43% Asian/Asian American. The pattern signals that current engagement practices reach some communities and miss others, including unduplicated students whose intersectional identities (Black students who are also SED or homeless; multiracial students who are also EL or foster) are not captured in single-category disaggregation. IEP families experience a unique communication burden. Parents of students withIEPs report bullying as a "large problem" at 29% versus 15% for non-IEP — nearly double — along with elevated concern about fights (25% vs. 15%) and substance use (21% vs. 11%). This signals a need for more responsive two-way communication with SEPAC and IEP families. The EL family experience is a documented strength to generalize. EL parents report higher favorable perceptions than non-EL parents across nearly every CSPS indicator (42% vs. 29% on involvement promotion; 48% vs. 32% on safety; 82% vs. 68% on SEL responsiveness), reflecting the impact of ELAC, DELAC, bilingual Community Liaisons, Wordly translation, and translated materials. These practices need to be generalized to reach families currently underrepresented. Language access is now the District's strongest two-way communication asset. The	displays, social media, and in-person outreach by Community Liaisons, recognizing that one channel does not reach every family. Wordly AI-powered real-time translation, launched in 2025–26, provides simultaneous interpretation at any in-person or virtual meeting and resolved the translation timeliness gap that had limited participation by Spanish-speaking, Arabic-speaking, and other language-minority families. A central design feature of Action 4.4 is the standardized districtwide stakeholder input toolkit that became operational in 2025–26: the LCAP Community and Parent Feedback Survey, Parent Workshop Feedback Surveys in English and Spanish, the CHKS, and the CSPS. These tools feed a continuous feedback loop integrating input from the LCAP Parent Advisory, DELAC, SEPAC, ELAC, AAPAC, SSC, Community Schools Parent Advisory, Budget Advisory, CTE Advisory, Latino Family Literacy Project, Ethnic Studies Curriculum Review, and Superintendent's Student Advisory, alongside community partners (City of Perris, RCOE, Riverside University Health System, MSJC, CSUSB, RCC, Growing Inland Achievement). Input is gathered on a year-round calendar aligned to LCAP, SPSA, and Community Schools planning cycles, and visibly returned to families through "you said / we did" communications and explicit citation of feedback sources in LCAP and SPSA documentation. This closed-loop design is principally beneficial to unduplicated families because EL, SED, FY, homeless, IEP, and Equity Multiplier site families see direct evidence that their input shapes District direction.	Continuous Feedback Loop Documentation

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
	2024–25 reflection identified translation timeliness gaps for homeless and newcomer families, and the Equity Multiplier survey at PLHS and IOA found only 38% of families felt welcomed or that their input was valued. The 2025–26 launch of Wordly real-time translation closed the timeliness gap, and the Home Language Communication indicator scored 4.43/5.00, the highest-rated indicator on the entire community survey, confirming multilingual communication as a District strength to sustain. Families want a cohesive feedback loop into District planning. Communication and Information was the #2 open-ended theme (67 of 354 responses, 18.9%), with families reporting both appreciation for the District's investment and frustration with portal fragmentation: "It would be helpful if there was a central place to find info, we have 3 different portals to check." DELAC, LCAP Parent Advisory, SEPAC, and Community Schools Parent Advisory feedback consistently requests a continuous feedback system that demonstrably routes family voice into District decisions. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because equitable two-way communication and input access are foundational to family engagement, unduplicated student groups are enrolled at every PUHSD site, and the District's unduplicated pupil percentage exceeds 55%. A districtwide approach ensures consistency in language access and input collection across all schools, equitable platform access for EL, SED, FY, homeless, and IEP families, and standardized feedback timelines aligned to LCAP and SPSA development. Action 4.4 specifically supports homeless students identified through PUHSD's Differentiated Assistance designation by ensuring their families receive timely, multilingual communication and accessible feedback channels, and specifically supports the Equity Multiplier sites (PLHS and IOA) by directing communication and feedback investment toward closing the 38% feeling-welcomed gap.	

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
1.3	**Action:** English Learner Supplemental Services **Need:** The 2025 California Dashboard confirms that English Learners and Long-Term English Learners in PUHSD continue to face significant academic and language acquisition challenges that require targeted, supplemental intervention beyond what is available through core instruction alone. English Learner Progress Indicator (ELPI) — 2025 California Dashboard The district's overall ELPI improved to 47.6% of EL students making progress toward English language proficiency, an increase of 6.9 percentage points from the prior year's 40.6% and a shift from Orange to Green. While this districtwide improvement is meaningful, site-level data reveals significant variation that confirms the continued urgency of targeted EL program support across all campuses. Site-level ELPI performance for 2025: Paloma Valley High School: 63.9% — Green, High status (+1.4 points, maintained) Pinacate Middle School: 56.5% — Yellow, High status (-2.8 points, declined)	Action 1.3 provides supplemental services and supports that are specifically and exclusively designed to meet the language acquisition and academic needs of English Learners and Long-Term English Learners, needs that cannot be fully addressed through the general LEA-wide instructional actions under Actions 1.1 and 1.2 alone. Coordinator of Multilingual Learners (Split-Funded: LCAP and Title III) The Coordinator of Multilingual Learners provides the dedicated leadership infrastructure for this action. Funded through a split between LCAP and Title III, this position directly increases and improves services for English Learners across all campuses by: • Leading EL program development and ensuring full compliance with Education Code §306 across all sites • Monitoring EL and LTEL student progress at the site and district level using ELPAC, ELPI, and reclassification data • Coordinating and delivering professional development for classroom teachers and EL Teacher Leads focused on Designated and Integrated ELD strategies, reclassification readiness, and ELPAC preparation • Conducting classroom walk-throughs at all sites to observe EL students and the	English Learner Progress Indicator (ELPI): percentage of current EL students making progress toward English language proficiency on the annual California Dashboard, reported at both the district level and by site; target trajectory toward Year 3 goal of 65.9%; with particular monitoring focus on Heritage High School (40.9% — Orange), Perris Lake High School (20.7% — Orange), and Perris High School (44.1% — Yellow) EL Reclassification Rate (RFEP): annual district-wide and site-level reclassification rates from CALPADS; target of continued improvement from the 2024–25 district rate of 23.5%; with particular focus on Heritage High School (15.3%), Perris High School (11.0%), and Perris Lake High School

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Liberty High School: 51.3% — Green, Medium status (+24.7 points, increased significantly) Perris High School: 44.1% — Yellow, Low status (+15.4 points, increased significantly) Heritage High School: 40.9% — Orange, Low status (+0.4 points, maintained) Perris Lake High School: 20.7% — Orange, Very Low status (+6.0 points) Three sites — Heritage High School (Orange, Low), Perris Lake High School (Orange, Very Low), and Perris High School (Yellow, Low) — remain at status levels that indicate the proportion of EL students making progress is significantly below what is needed for equitable language development outcomes. Perris Lake High School's rate of 20.7% is the lowest in the district and reflects the compounding challenges faced by EL students in a continuation education setting. Pinacate Middle School's rate declined by 2.8 points despite sitting at a High status level, signaling a need for renewed attention to EL program implementation at the middle school level. Liberty High School's increase of 24.7 points to Green is a notable bright spot reflecting strong site-level EL program implementation. These site-level disparities confirm that consistent, well-supported EL program structures must be sustained and strengthened across all campuses. --- Academic Performance — ELA and Math	instructional strategies being used in their classes • Building the systemic supports needed to accelerate language acquisition and academic achievement for both current ELs and Long-Term English Learners • Directing particular attention and support to Heritage High School, Perris High School, and Perris Lake High School, the three sites with the lowest ELPI rates and reclassification rates in the district. EL Teacher Leads — Certificated Release Time Each school site has a designated EL Teacher Lead who receives certificated release time funded under this action. EL Teacher Leads serve as the site-level instructional resource for English Learner program implementation. Their responsibilities include: • Supporting the placement and monitoring of EL students in appropriate courses and programs • Facilitating EL-specific professional development for colleagues at their site • Leading site-level ELAC meetings and supporting compliance documentation • Using Ellevation data to identify students at risk of remaining EL or LTEL and coordinating targeted supports • Serving as the liaison between site administration and the district's Coordinator of Multilingual Learners • Supporting site-level preparation for and administration of the Summative ELPAC	(12.2%) where rates remain significantly below the district average CAASPP ELA Academic Indicator for EL and LTEL subgroups: Distance from Standard (DFS) monitoring annual progress; current Year 2 outcomes: English Learners -94.8 DFS (Orange), Long-Term English Learners -123.1 DFS (Orange) CAASPP Math Academic Indicator for EL and LTEL subgroups: Distance from Standard (DFS) monitoring annual progress; current Year 2 outcomes: English Learners -164.4 DFS (Orange), Long-Term English Learners -186.1 DFS (Orange) Summative ELPAC results: annual proficiency level distributions by site, tracking the percentage of EL students at each proficiency level and movement toward Level 4 (reclassification-ready), with site-level monitoring to identify gaps in test

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners and Long-Term English Learners continue to perform significantly below grade-level standard in both content areas on the 2025 California Dashboard: English Learners — ELA: -94.8 DFS (Orange, +17.3 points) English Learners — Math: -164.4 DFS (Orange, +11.8 points) Long-Term English Learners — ELA: -123.1 DFS (Orange, +10.1 points) Long-Term English Learners — Math: -186.1 DFS (Orange, +9.6 points) While these subgroups showed improvement, they remain among the lowest-performing groups in the district and continue to require focused, language-integrated academic support to accelerate progress toward grade-level proficiency. --- Reclassification Rates — Local RFEP Data (2024–25) District-wide, 384 students were reclassified as Fluent English Proficient (RFEP) in 2024–25, representing an overall reclassification rate of 23.5% — a meaningful increase from 17.2% in 2023–24 and the highest rate recorded by the district in recent years. While the districtwide rate showed significant improvement, Heritage High School (15.3%), Perris High School (11.0%), and Perris Lake High School (12.2%) continue to have reclassification rates that fall well below the district average. The alignment between low	By investing in EL Lead release time at every site, the district ensures that each campus has dedicated capacity to implement the EL program with fidelity. The EL Lead structure is particularly critical at Heritage High School, Perris High School, and Perris Lake High School, where sustained, site-embedded leadership is most needed to drive consistent program implementation and close the gap with higher-performing campuses. Ellevation Platform Teachers and EL Leads use the Ellevation platform to: • Analyze individual student achievement data and identify learning gaps and essential standards requiring improvement • Implement targeted instructional strategies for English Learners and Long-Term English Learners based on proficiency level and academic performance • Monitor LTEL student progress through case management tools, tracking each student's proficiency level, academic growth, and reclassification readiness over time • Collaborate during PLCs using EL-specific data to inform instructional planning and intervention decisions For sites with low reclassification rates — particularly Heritage High School (15.3%), Perris High School (11.0%), and Perris Lake High School	completion and proficiency distribution Ellevation platform usage data: teacher and EL Lead engagement with the platform, including frequency of data review, number of students with active case management plans, and documentation of EL-specific instructional strategies implemented across sites Renaissance STAR ELA growth scores for EL and LTEL subgroups: benchmark growth data across three annual administration windows, monitoring progress toward grade-level reading standards at the student, classroom, and site levels ELPAC completion rates: percentage of eligible EL students completing the annual Summative ELPAC across all four domains (Listening, Reading, Writing, Speaking) at each site, ensuring equitable participation in the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reclassification rates and low ELPI performance at these three sites confirms a systemic need for more intensive and consistent Designated and Integrated ELD support, data-driven case management for LTEL students, and stronger EL Lead capacity at each campus. The significant variation in reclassification rates across sites further confirms the need for consistent EL program supports, data monitoring tools, and professional development structures that are deployed equitably across all campuses. **Scope:** Limited to Unduplicated Student Group(s)	(12.2%) — the systematic use of Ellevation data in teacher planning and PLC cycles is essential to identifying which students are closest to meeting reclassification criteria and what targeted supports are needed to accelerate their progress. Structured English Immersion Program and Class Size Reductions PUHSD provides a Structured English Immersion (SEI) program in which nearly all instruction is delivered in English using curriculum and instructional approaches specifically designed for English Learners. Class sizes are reduced for Newcomer students and EL I, II, and III courses, providing teachers with the opportunity to deliver more targeted, personalized instruction and language support. Smaller class sizes in these foundational ELD courses are particularly critical for: Newcomer students who are simultaneously acquiring English and accessing academic content for the first time in a new language Students in the early proficiency levels (EL I and II) who need the most intensive, individualized language development support to make progress on the ELPAC and to meet reclassification criteria EL students at sites with low ELPI rates, where the reduced class size model provides the instructional conditions most likely to accelerate language acquisition and close the proficiency gap Reading Intervention Sections — Newcomer EL Access	assessment used to determine ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Reading Intervention sections funded under this action provide Newcomer English Learner students with dedicated access to structured ELA coursework aligned to their language acquisition level. These sections fulfill a required component of the district's English Learner program under Education Code §306, ensuring that newly enrolled students have an appropriate and legally compliant instructional entry point into the district's literacy program from the moment they arrive. Professional Development The Coordinator of Multilingual Learners leads ongoing, research-based professional development for classroom teachers and EL Teacher Leads. Key components include: • Designated and Integrated ELD strategy training for classroom teachers across all content areas • Reclassification readiness and ELPAC preparation for EL Leads and classroom teachers • Cross-curricular academic language scaffolding to support EL access to grade-level content in all subject areas • Effective use of Ellevation data in instructional planning and PLC cycles • Integration of Integrated ELD strategies into the districtwide Math PLC structure, begun in the second semester of 2025–26, to address the significant Math DFS gaps for EL and LTEL students • Differentiated, site-specific coaching and support directed toward Heritage High School, Perris High School, and Perris	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Lake High School in response to their lower ELPI and reclassification outcomes	

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

Not Applicable

Additional Concentration Grant Funding

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

All school sites in the Perris Union High School District (PUHSD) enroll more than 55 percent unduplicated pupils, Foster Youth, English Learners, Long-Term English Learners, Homeless Youth, and students who qualify for free or reduced-price meals. PUHSD therefore qualifies for the additional Concentration Grant Add-On and, with no comparison schools, uses these funds districtwide to retain certificated and classified staff and to expand the direct services those staff provide to students, consistent with EC Section 42238.02 and the LCAP Instructions for single-tier LEAs.

Because PUHSD's enrollment is relatively stable and all sites already exceed the 55 percent threshold, the district's 2026-27 plan is principally to retain the staff currently providing direct services to unduplicated pupils and to increase the depth, reach, and quality of those services through expanded stipends, contracted services, release time, intervention sections, extra-duty assignments, professional development, and supplemental program supports. In one targeted area of greatest identified need, PUHSD is also expanding classified staffing by placing bilingual paraeducators at every school site to directly support the academic and language-acquisition needs of English Learners and Long-Term English Learners.

Criteria for Staffing Support at Selected Schools

Because every PUHSD school exceeds the 55 percent threshold, the district uses the following criteria to determine where Concentration Grant Add-On staffing and services are retained, deepened, or retargeted:

- Performance on the 2025 California School Dashboard (Red and Orange indicators by site and student group);
- Continued identification for Differentiated Assistance for Students with Disabilities, English Learners, Long-Term English - Learners, Socioeconomically Disadvantaged, African American, and Hispanic students;
- Site-level concentrations of Foster Youth, Long-Term English Learners, Homeless Youth, and Students with Disabilities;

- Local measures of need including chronic absenteeism, D/F rates, reclassification rates, College/Career Indicator subgroup data, and Wellness Center/MTSS referrals; and
- Educational partner input from PAC, DELAC, AAPAC, School Site Councils, bargaining units, and student voice sessions.

This criteria-based approach ensures Concentration Grant Add-On funds are allocated to schools and student groups with the greatest demonstrated need, even in a districtwide context where all sites qualify as high-concentration.

Plan for 2026-27 (Year 3 of the LCAP Cycle)

As PUHSD enters Year 3 of the 2024-25 through 2026-27 cycle, the district will continue using Concentration Grant Add-On funds to retain certificated and classified personnel providing direct services and to increase the intensity of those services. The addition of bilingual paraeducators at every site operationalizes the district's Integrated ELD fidelity priority at the classroom level and addresses the most persistent Red-level performance area identified across multiple PUHSD sites prior to the 2025 Dashboard's ELPI improvement to Green.

This retention and service-expansion strategy is necessary in 2026-27 given regional staffing shortages in math, special education, and bilingual/ELD instruction; counselor and curriculum leadership turnover identified in the 2025-26 Annual Update; and rising personnel costs without a proportional increase in the Add-On allocation.

Service expansions in 2026-27 include bilingual paraeducators at every site; expanded stipends and extra-duty for after-school, Saturday, and summer programs; additional release sections for ELD, AVID, athletics, and ASB; an expanded CTE contracted-services agreement with RCOE; additional intervention and supplemental instructional sections; expanded professional development; and expanded contracted academic and wellness services. These expansions respond to areas of greatest need identified in the 2025 California School Dashboard, including Mathematics (Orange; 120.7 points below standard), English Language Arts (Orange), Chronic Absenteeism (Yellow at 37.4%, with Red-level performance for African American and Students with Disabilities subgroups), Graduation Rate (Yellow), and persistent Red-level performance for Long-Term English Learners, Foster Youth, Students with Disabilities, and African American students at specific sites.

The certificated and classified staff providing these direct services are funded through the following LCAP actions: Action 1.1 (Math Instructional TOSA and Instructional Coaches supporting literacy and mathematics), Action 1.3 (Coordinator of Multilingual Learners and bilingual paraeducators supporting English Learners and Long-Term English Learners), Action 2.1 (extended instructional day and intervention sections), Action 2.3 (counselors and college/career readiness staff), Action 3.1 (student support and wellness personnel), Action 3.2 (Attendance Team, Attendance TOSA, Attendance Specialists, and Community Liaisons), and Action 4.1 (Community Engagement Specialist and site-based bilingual Community Liaisons).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:35
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$130,925,808.00	36,125,049.00	27.592%	0.000%	27.592%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,125,049.00	$2,762,216.00	$0.00	$0.00	$38,887,265.00	$26,328,803.00	$12,558,462.00

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, 2026 to June 30, 2027	$1,251,651.00	$2,420,232.00	$3,671,883.00	$0.00	$0.00	$0.00	$3,671,883.00	
1	1.2	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$919,058.00	$2,699,728.00	$3,618,786.00	$0.00	$0.00	$0.00	$3,618,786.00	
1	1.3	English Learner Supplemental Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 to June 30, 2027	$1,437,512.00	$0.00	$1,437,512.00	$0.00	$0.00	$0.00	$1,437,512.00	
1	1.4	LREBG: 1:1 Student Device Pilot for Learning Recovery	All	No			All Schools	July 1, 2026 to June 30, 2027	$0.00	$735,406.00	$0.00	$735,406.00	$0.00	$0.00	$735,406.00	
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, 2026 to June 30, 2027	$7,304,384.00	$0.00	$7,304,384.00	$0.00	$0.00	$0.00	$7,304,384.00	
2	2.2	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$1,399,237.00	$3,695,826.00	$5,095,063.00	$0.00	$0.00	$0.00	$5,095,063.00	
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, 2026 to June 30, 2027	$3,347,893.00	$631,591.00	$3,979,484.00	$0.00	$0.00	$0.00	$3,979,484.00	
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, 2026 to June 30, 2027	$3,254,594.00	$1,266,048.00	$4,520,642.00	$0.00	$0.00	$0.00	$4,520,642.00	
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2026 to June 30, 2027	$468,857.00	$0.00	$468,857.00	$0.00	$0.00	$0.00	$468,857.00	

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
						Low Income										
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, 2026 to June 30, 2027	$0.00	$689,796.00	$689,796.00	$0.00	$0.00	$0.00	$689,796.00	
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, 2026 to June 30, 2027	$4,830,769.00	$107,820.00	$4,938,589.00	$0.00	$0.00	$0.00	$4,938,589.00	
3	3.5	LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs	All	No				July 1, 2026 to June 30, 2027	$1,401,637.00	$0.00	$0.00	$1,401,637.00	$0.00	$0.00	$1,401,637.00	
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, 2026 to June 30, 2027	$1,891.00	$0.00	$1,891.00	$0.00	$0.00	$0.00	$1,891.00	
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, 2026 to June 30, 2027	$0.00	$161,735.00	$161,735.00	$0.00	$0.00	$0.00	$161,735.00	
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, 2026 to June 30, 2027	$86,147.00	$0.00	$86,147.00	$0.00	$0.00	$0.00	$86,147.00	
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, 2026 to June 30, 2027	$0.00	$150,280.00	$150,280.00	$0.00	$0.00	$0.00	$150,280.00	
5	5.1	College & Career Readiness Supports	All	No			All Schools Specific Schools: Perris Lake High School IOA Perris Lake High School: grades 10-12 IOA: grades 7-12	July 1, 2026 to June 30, 2027	$131,956.00	$0.00	$0.00	$131,956.00	$0.00	$0.00	$131,956.00	
5	5.2	Comprehensive Support Services	All	No			All Schools Specific Schools: Perris Lake High School IOA Perris	July 1, 2026 to June 30, 2027	$331,785.00	$0.00	$0.00	$331,785.00	$0.00	$0.00	$331,785.00	

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
							Lake High School: grades 10-12 IOA: grades 7-12									
5	**5.3**	Academic Support and Interventions	All	No			All Schools Specific Schools: Perris Lake High School IOA Perris Lake High School: grades 10-12 IOA: grades 7-12	July 1, 2026 to June 30, 2027	$161,432.00	$0.00	$0.00	$161,432.00	$0.00	$0.00	$161,432.00	

2026-27 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
$130,925,808.00	36,125,049.00	27.592%	0.000%	27.592%	$36,125,049.00	0.000%	27.592 %	**Total:**	$36,125,049.00
								LEA-wide Total:	$34,687,537.00
								Limited Total:	$1,437,512.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Literacy and Math: Enhancing the Core Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,671,883.00	
1	1.2	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,618,786.00	
1	1.3	English Learner Supplemental Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,437,512.00	
2	2.1	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,304,384.00	
2	2.2	CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,095,063.00	
2	2.3	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,979,484.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Enhancing Student Support and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,520,642.00	
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$468,857.00	
3	3.3	Securing School Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$689,796.00	
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,938,589.00	
4	4.1	Enhancing Communication and Engagement to Support Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,891.00	
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,735.00	
4	4.3	Community Collaborations: Enhancing School-Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,147.00	
4	4.4	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,280.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$36,950,833.00	$38,976,378.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Literacy and Math: Enhancing the Core Curriculum	Yes	$4,408,066.00	$4,284,357.00
1	**1.2**	Instructional Technology	Yes	$2,966,123.00	$4,783,823.00
1	**1.3**	English Learner Supplemental Services	Yes	$1,276,873.00	$1,445,200.00
2	**2.1**	Student Support and Interventions	Yes	$6,963,615.00	$7,045,262.00
2	**2.2**	CTE Pathways	Yes	$4,183,077.00	$4,503,069.00
2	**2.3**	College & Career Readiness	Yes	$3,845,578.00	$3,819,240.00
3	**3.1**	Enhancing Student Support and Engagement	Yes	$3,881,966.00	$4,560,817.00
3	**3.2**	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	$462,585.00	$466,596.00
3	**3.3**	Securing School Environments	Yes	$676,775.00	$665,984.00
3	**3.4**	Fostering Social and Emotional Health for Educational Success	Yes	$5,419,392.00	$5,006,148.00

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	**3.5**	LREBG: Alternative to Suspension (ATS) & Restorative Practice Programs	No	$1,261,746.00	$1,347,666.00
4	**4.1**	Enhancing Communication and Engagement to Support Student Success	No	$0.00	$0.00
4	**4.2**	Empowering Parents: Building Capacity for Student Success	Yes	$162,135.00	$107,004.00
4	**4.3**	Community Collabrations: Enhancing School-Community Partnerships	No	$0.00	$0.00
4	**4.4**	Enhancing Community Engagement: Fostering Effective Two-Way Communication	Yes	$152,407.00	$207,539.00
5	**5.1**	College & Career Readiness	No	$388,426.00	$154,347.00
5	**5.2**	Comprehensive Support Services	No	$319,784.00	$189,419.00
5	**5.3**	Academic Support and Interventions	No	$582,285.00	$389,907.00

2025-26 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)
$34,537,224	$34,109,785.00	$36,661,174.00	($2,551,389.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy and Math: Enhancing the Core Curriculum	Yes	$4,408,066.00	$4,284,357.00		
1	1.2	Instructional Technology	Yes	$2,966,123.00	$4,783,823.00		
1	1.3	English Learner Supplemental Services	Yes	$1,276,873.00	$1,445,200.00		
2	2.1	Student Support and Interventions	Yes	$6,963,615.00	$7,045,262.00		
2	2.2	CTE Pathways	Yes	$4,183,077.00	$4,503,069.00		
2	2.3	College & Career Readiness	Yes	$3,845,578.00	$3,819,240.00		
3	3.1	Enhancing Student Support and Engagement	Yes	$3,593,159.00	$4,326,952.00		
3	3.2	Attendance Matters: The Key to Academic Achievement and Wellbeing	Yes	$462,585.00	$466,596.00		
3	3.3	Securing School Environments	Yes	$676,775.00	$665,984.00		
3	3.4	Fostering Social and Emotional Health for Educational Success	Yes	$5,419,392.00	$5,006,148.00		
4	4.2	Empowering Parents: Building Capacity for Student Success	Yes	$162,135.00	$107,004.00		
4	4.4	Enhancing Community Engagement: Fostering	Yes	$152,407.00	$207,539.00		

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)
		Effective Two-Way Communication					

2025-26 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)
$125,519,160.00	$34,537,224	0.000%	27.515%	$36,661,174.00	0.000%	29.208%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 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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