



Pathways Across All Schools:

- Automotive, Culinary Arts, Video Production
- Computer Programming, Entrepreneurship
- Medical Pathways, Criminal Justice
- Career Exploration (Middle School)
- Agriculture Science – State & Nationally Recognized



STUDENTS
10,929 STUDENTS ENROLLED

Heritage High School:
AVID National Demonstration School



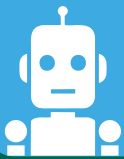
Liberty High School:
California Distinguished CTE Pathway School

VISION STATEMENT

Perris Union High School District will be a CARING, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

MISSION STATEMENT

The mission of the Perris Union High School District is to create high-quality relevant learning opportunities for all in a safe and CARING environment. We will develop a high quality, CARING staff who will be dedicated to learning, and connect students to their education and potential goals. We will CARE for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.



Robotics Program:
1st Place Overall and Inspire Award at the World FIRST Tech Challenge



Athletics:
CIF State-Level Championship Programs



10 CAMPUSES

- 4** Comprehensive High Schools
- 1** Middle School
- 1** Alternative Education Program
- 1** Online Academy
- 1** Charter School
- 1** Adult Transition Program
- 1** Adult School

Student Demographic Breakdown (Needs)



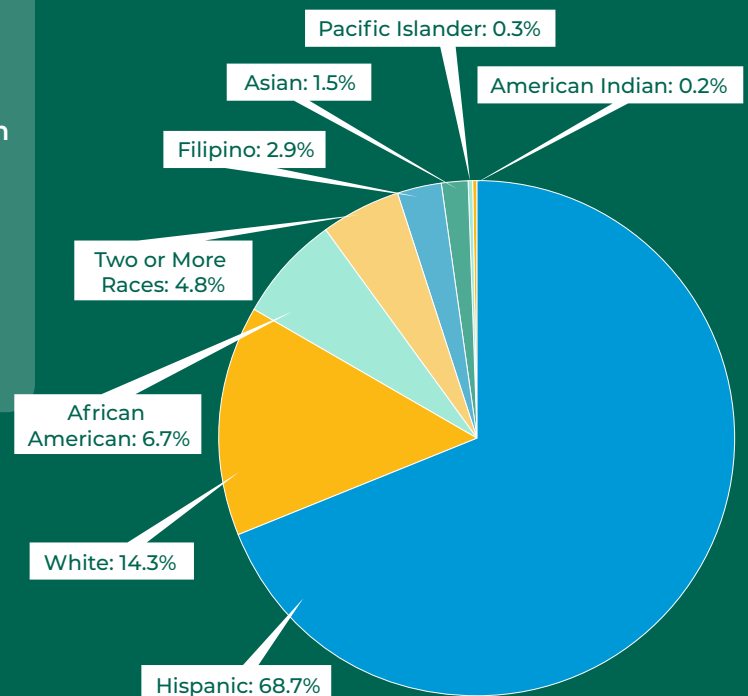
73.5%
Socioeconomically Disadvantaged

16.6%
Students with Disabilities

4.2%
Homeless

0.7%
Foster Youth

14.2%
English Learners





PERRIS UNION

HIGH SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN 2025-2026

THE LCFF AND THE LCAP



LOCAL CONTROL FUNDING FORMULA (LCFF)

The **LCFF** is the state's funding formula for K-12 public schools. The **LCFF** establishes three categories by which school districts receive funding:

PER-STUDENT BASE FUNDING, SUPPLEMENTAL FUNDING, AND CONCENTRATION FUNDING.



TYPES OF LCFF FUNDING

PER-STUDENT BASE FUNDING

School districts receive a base level of per-student funding that varies slightly depending on the grade level of each student.

SUPPLEMENTAL FUNDING

This funding source adds 20 percent to the base funding for each English language learner, low income student, and foster youth.

CONCENTRATION FUNDING

The third level of funding is equal to 50 percent of the entire base. However, this funding is only received if a district's enrollment of English language learners, low income students, and foster youths exceeds 55 percent of its total enrollment. PUHSD receives this third level of funding, because its enrollment exceeds the 55 percent threshold.



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

The **LCAP** is the district's three-year plan for how it will use LCFF funding to align PUHSD's strategic planning with the budget to accomplish both state and District goals. This comprehensive process enables the District to serve all PUHSD students.

The **LCAP** requires school districts to identify annual goals, take action, and measure progress in the areas of academic achievement, school climate, and parent engagement.

Each of the eight priorities are addressed and grouped into three focus areas:

CONDITIONS OF LEARNING



STUDENT OUTCOMES



ENGAGEMENT



The District addresses the eight state priorities through:

4
GOALS

18
INITIATIVES

12
OUTCOMES

8 STATE PRIORITIES



In addition, each school district's LCAP must focus on the state's eight priority areas:

- | | |
|-----------------------|----------------------|
| 1 BASIC SERVICES | 5 STUDENT ENGAGEMENT |
| 2 ACADEMIC STANDARDS | 6 SCHOOL CLIMATE |
| 3 PARENT INVOLVEMENT | 7 COURSE ACCESS |
| 4 STUDENT ACHIEVEMENT | 8 OTHER OUTCOMES |

LCAP GOALS



GOAL #1

ACADEMIC PROFICIENCY IN ELA & MATH

OBJECTIVE:

All students will attain grade-level proficiency in English Language Arts (ELA) and Mathematics.

INITIATIVES:

- AVID WICOR instructional strategies
- Academic coaches to support ELA, Math, ELD, and Technology
- Universal STAR assessments
- Data-driven PLC cycles every 6 weeks
- Interim Assessment Blocks (IABs) to align instruction with CAASPP rigor

DASHBOARD HIGHLIGHTS:

ELA: ↑ +5.6 pts
31.3 pts below standard → Yellow

Math: ↑ +12 pts
126.2 pts below standard → Orange

Subgroup Gains:
Filipino, White, SWD, SED

EXPECTED OUTCOMES:

- Accelerated growth in ELA/Math proficiency
- Reduced performance gaps for SWD, ELs, SED
- Increased alignment of instruction to standards

LCAP GOALS



GOAL #2

COLLEGE & CAREER READINESS

OBJECTIVE:

All students will graduate prepared for postsecondary and career opportunities

INITIATIVES:

- Expanded access to dual enrollment and CTE pathways
- FAFSA, A-G, and college application workshops
- AVID expansion and counselor training
- Data systems to track CTE pathway completion

DASHBOARD HIGHLIGHTS:

Graduation Rate: ↑ 94.2% → Green
Gains: African American (+10.6%),
Homeless (+12.8%), SWD (+6.1%)

CCI Prepared: ↑ +2% to 34.4% → Yellow
Filipino (Blue), African American (Green),
SWD (+3.3%)

EXPECTED OUTCOMES:

- Higher A-G and CTE completion rates
- Growth in "Prepared" students on CCI
- Increased early college credit opportunities

LCAP GOALS



GOAL #3

SAFE & SUPPORTIVE ENVIRONMENTS

OBJECTIVE:

Ensure safe, welcoming, and inclusive school climates for all students and staff.

INITIATIVES:

- Wellness Centers at all comprehensive schools
- Alternatives to Suspension (ATS) and Restorative Practices
- PBIS and trauma-informed practices
- Intentional Attendance outreach
- Scholar Saturdays

DASHBOARD HIGHLIGHTS:

Suspension Rate: ↓ 3% to 3.4% → Blue

Chronic Absenteeism:

↓ 6.1% to 41.8% → Yellow

Red/Orange: Homeless (57.9%), African American (50%), LTEL (43.4%)

EXPECTED OUTCOMES:

- Increased daily attendance and student engagement
- Reduced suspensions and discipline referrals
- Improved access to mental health and wellness supports

LCAP GOALS



GOAL #4

COMMUNITY & FAMILY ENGAGEMENT

OBJECTIVE:

Build and sustain meaningful two-way communication and partnerships with families and the community.

INITIATIVES:

- Parent Engagement Leadership Institute (PELI) and Action Team for Partnerships (ATP)
- Interpretation services and multilingual outreach
- Community workshops: Dual Enrollment, Mental Health, Positive Parenting
- Collaboration with Cities of Perris and Menifee for events and outreach

DASHBOARD INDICATOR:

Parent & Family Engagement

EXPECTED OUTCOMES:

- Increased participation in school decision-making
- Greater access to academic and wellness resources for families
- Stronger family-school-community partnerships

LCAP PROCESS

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

ENGAGEMENT ACTIVITIES AND ADVISORY COMMITTEES

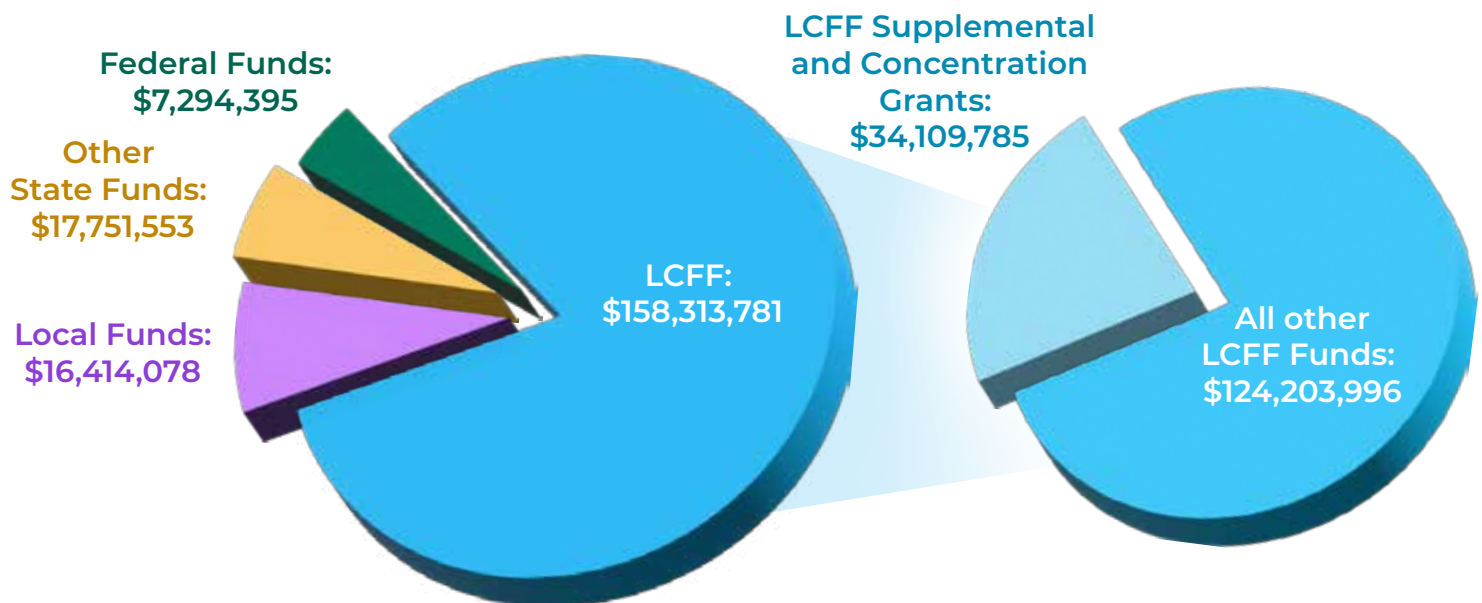
PUHSD gathered input from a diverse array of educational partners including students, teachers, principals, classified staff, collective bargaining units (PSEA and CSEA), and families. Feedback was collected via surveys, focus groups, community events, and formal advisory groups such as:

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

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

PUHSD 2025–26 TOTAL BUDGET DISTRIBUTION (ALL FUNDS)

Total Projected Revenue: \$199,773,807



PUHSD 3-YEAR INDICATOR SUMMARY BY STUDENT GROUP

ALL STUDENTS

Measure	2022	2023	2024	2024 Status
Suspension Rate	7.3%	6.4%	3.4%	Blue
Graduation Rate	91.4%	91.6%	94.2%	Green
ELA DFS	-45.5	-36.9	-31.3	Yellow
Math DFS	-131.5	-138.2	-126.2	Orange
CCI Prepared %		32.4%	34.4%	Yellow

ENGLISH LEARNERS

Measure	2022	2023	2024	2024 Status
Suspension Rate	8.8%	8.2%	5.6%	Green
Graduation Rate	84	85.6%	86.5%	Yellow
ELA DFS	-120.7	-112.1	-112.1	Red
Math DFS	-184.4	-188.1	-176.2	Orange
CCI Prepared %		10.0%	10.3%	Orange
ELPI	51.1%	45.9%	40.6%	Orange

LONG-TERM ENGLISH LEARNERS

Measure	2022	2023	2024	2024 Status
Suspension Rate	8.9%	8.9%	6.2%	Yellow
Graduation Rate			90.5%	Green
ELA DFS			-133.3	Red
Math DFS			-195.7	Red
CCI Prepared %		9.3%	9.0%	Red

FOSTER YOUTH

Measure	2022	2023	2024	2024 Status
Suspension Rate	21	16	10	Orange
Graduation Rate	81.6%	84.6%	78.9%	Orange
ELA DFS	-145	-115	-114.2	Red
Math DFS	-202.6	-201.4	-203.3	Red
CCI Prepared %		11.5%	10.5%	Orange

HOMELESS

Measure	2022	2023	2024	2024 Status
Suspension Rate	9.1%	8.4%	5.1%	Green
Graduation Rate	91.4%	80.9%	93.8%	Blue
ELA DFS	-96.8	-57.7	-56	Red
Math DFS	-186.2	-158.1	-145.1	Orange
CCI Prepared %		20.2%	20.9%	Orange

PUHSD 3-YEAR INDICATOR SUMMARY BY STUDENT GROUP

SOCIOECONOMICALLY DISADVANTAGED

Measure	2022	2023	2024	2024 Status
Suspension Rate	8.4%	7.1%	4.1%	Green
Graduation Rate	90.5%	91.3%	94	Green
ELA DFS	-65	-50.6	-45.8	Orange
Math DFS	-144.8	-149.7	-137.2	Orange
CCI Prepared %		29.3%	32.0%	Yellow

STUDENTS WITH DISABILITIES

Measure	2022	2023	2024	2024 Status
Suspension Rate	11.5%	9.5%	5.8%	Green
Graduation Rate	77.4%	78.3%	84.3%	Green
ELA DFS	-140.9	-130.8	-126.5	Orange
Math DFS	-202.6	-217.7	-205.2	Orange
CCI Prepared %		5.3%	8.6%	Orange

AFRICAN AMERICAN

Measure	2022	2023	2024	2024 Status
Suspension Rate	12.1%	10	5.2%	Green
Graduation Rate	86.2%	84.7%	95.3%	Blue
ELA DFS	-68	-45.8	-51.3	Red
Math DFS	-153.6	-150.1	-148.4	Red
CCI Prepared %		25.0%	37.0%	Green

ASIAN

Measure	2022	2023	2024	2024 Status
Suspension Rate	1.9%	1.9%	1.8%	Green
Graduation Rate	97.1%	100	95.1%	Blue
ELA DFS	62.4	54.8	71.5	Blue
Math DFS	-38.9	-39.4	-37.9	Yellow
CCI Prepared %		69.7%	61.0%	Yellow

FILIPINO

Measure	2022	2023	2024	2024 Status
Suspension Rate	2.2%	1.9%	0.9%	Blue
Graduation Rate	96.7%	94.6%	94.6%	Green
ELA DFS	54.3	63.6	99.8	Blue
Math DFS	-36.2	-25.6	-2.9	Green
CCI Prepared %		56.8%	71.2%	Blue

PUHSD 3-YEAR INDICATOR SUMMARY BY STUDENT GROUP

HISPANIC

Measure	2022	2023	2024	2024 Status
Suspension Rate	7.2%	6.3%	3.6%	Green
Graduation Rate	90.9%	91.8%	94.1%	Green
ELA DFS	-59.7	-49.4	-45.5	Orange
Math DFS	-143.5	-149.2	-137.6	Orange
CCI Prepared %		28.7%	30.2%	Orange

WHITE

Measure	2022	2023	2024	2024 Status
Suspension Rate	6.9%	7.1%	2.2%	Blue
Graduation Rate	92.3%	90.7%	93.8%	Green
ELA DFS	-0.7	-12.1	13.5	Green
Math DFS	-89	-120	-85.1	Yellow
CCI Prepared %		41.4%	38.8%	Orange

TWO OR MORE RACES

Measure	2022	2023	2024	2024 Status
Suspension Rate	8.2%	5.3%	3	Green
Graduation Rate	96.3%	94.8%	94.6%	Green
ELA DFS	19.6	20.8	1.4	Yellow
Math DFS	-101	-100.9	-112.1	Orange
CCI Prepared %		41.7%	46.9%	Green

KEY QUESTIONS TO ASK YOUR SCHOOL LEADERS ABOUT THE LCAP



PERRIS UNION
HIGH SCHOOL DISTRICT

Each school district's Local Control and Accountability Plan (LCAP) must be developed with input from parents, students and school employees. The plans must address the eight state priority areas. Here is a sampling of questions you can ask your school principal, district administrators and school board members:

- Where can I find my school district's LCAP?
- How, when and where can I give input on our LCAP?
- What are our school and school district doing to engage all parents in the process of developing and reviewing our LCAP? How can parents, staff and community partners work together to support student success at home and at school?
- What are we doing to ensure that all students are motivated to come to school?
- Do all of our students have textbooks and materials that are up-to-date? Are school facilities safe? Are we providing instruction by credentialed teachers in all subject areas?
- What are we doing to prepare and train our staff on the state standards and assessments?
- How is our school district improving or increasing services for low-income students, English learners and foster youth?
- Do all of our students have access to a complete education that includes the arts, physical education and other required courses?
- In what ways does school climate impact student achievement? What is being done to improve school climate so all students have a positive school experience?
- In what different ways is our district measuring student achievement?
- How are we increasing our graduation rates and reducing the number of drop outs?



LCAP ACRONYMS CHEAT SHEET



ACRONYM	DEFINITION
AAPAC	African American Parent Advisory Committee
ACSA	Association of California School Administrators
ACT	American College Testing (college entrance examination)
ADA	Average Daily Attendance
A-G	UC/Cal State Requirements
ALPI	Alternate Language Proficiency
AMAOs	Annual Measurable Achievement Objectives (for English Learners)
AP (course)	Advanced Placement
AP	Assistant Principal
APEX	Apex Learning Credit Recovery Program
ASAM	Alternative School Accountability Model
ASCA National Standards	American School Counselor Association National Standards
ASB	Associated Student Body
ASI	After School Intervention
ATLAS Protocol	A tool to help teachers better understand how their students develop understanding (developed by "ATLAS Communities")
ATP	Action Team for Partnerships
ATS	Alternatives to Suspension
AVID	Advancement Via Individual Determination
AYP	Annual Yearly Progress
BCLAD	Bilingual Cross Cultural Language Academic Development
BIP	Behavior Intervention Plans
BITA	Building Industry Technology Academy
BSP	Behavior Support Plan
BTSA	Beginning Teacher Support and Assessment
CAAs	California Alternate Assessments (ELA, mathematics, and science)
CAASPP	California Assessment of Student Performance and Progress
CAC	Special Education Community Advisory Committee
CAPA	California Alternative Performance Assessment
CBEDS	California Basic Educational Data Systems
CBEST	California Basic Educational Skills Test
CCI	College and Career Indicator
CCR	Coordinated Compliance Review
CCSS	Common Core State Standards
CCTC	California Commission of Teacher Credentialing
CFG's	Critical Friends Groups
CHSPE	California High School Proficiency Examination
CLAD	Cross-cultural, Language, and Academic Development (teaching certificate)
CMA	California Modified Assessment
COST	Coordination of Services Team

LCAP ACRONYMS CHEAT SHEET



ACRONYM

DEFINITION

CSEA	Classified School Employee's Association
CSI	Comprehensive Support and Improvement
CTE	Career and Technical Education
CYBHI	Children and Youth Behavioral Health Initiative
DAAPAC	District African American Parent Advisory Council
DBQ	Document Based Questions
DELAC	District English Learner Advisory Committee
DLA	Dual Language Academy
EAOP	Early Academic Outreach Program
EAP (Exam)	California State University Early Assessment Program
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress
ERMHS	Educationally Related Mental Health Services
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act of 2015
ESLrs	Expected Schoolwide Learning Results
ETC	Educational Technology Committee
FAPE	Free and Appropriate Public Education
FAFSA	Free Application for Federal Student Aid
FPM	Federal Program Monitoring
GATE	Gifted and Talented Education
GED	General Educational Development test
GPA	Grade Point Average
HMH	Houghton Mifflin Harcourt (textbook publisher)
IC	Infinite Campus
IEP	Individualized Education Program
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency (District)
LEAP	Local Educational Agency Plan
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LREBG	Learning Recovery Emergency Block Grant
LTEL's	Long Term English Learners
MESA	Mathematics, Engineering, Science Achievement
MTSS	Multi-Tiered System of Supports

LCAP ACRONYMS CHEAT SHEET



ACRONYM	DEFINITION
NGSS	Next Generation Science Standards
PAC	Parent Advisory Committee
PBIS	Positive Behavioral Interventions and Supports
PBL	Project Based Learning
PD	Professional Development
PELI	District Parent Engagement Leadership Institute
PLCs	Professional Learning Communities
PSEA	Perris Secondary Educators Association
PTSA	Parent Teacher Student Association
PUHSD	Perris Union High School District
RCOE	Riverside County Office of Education
R-FEP (RFEP)	Reclassified to Fluent English Proficient
ROP	Regional Occupational Program
ROPERS	Regional Occupational Program Expected Results for Students
RtI	Response to Intervention
SARB	Student Attendance Review Board
SART	School Attendance Review Team
SAT	Scholastic Aptitude Test (college entrance examination)
SBAC	Smarter Balance Assessment Consortium
SDAIE	Specifically Designed Academic Instruction in English
SED	Social Economically Disadvantaged
SEL	Social and Emotional Learning
SIOP	Sheltered Instruction Observation Protocol
SIS	Student Information System
SLC	Small Learning Community
SLCs	Student Learning Capacities
SLT	School Leadership Team
SMART (Goals)	Strategic and Specific, Measurable, Attainable, Results oriented, Time bound
SPSA	School Plan for Student Achievement
SRI	Scholastic Reading Inventory
SSC	School Site Council
SST	Student Support Team
STEAM	Science, Technology, Engineering, Arts, and Mathematics
SWD	Students With Disabilities
Title I	ESSA-funded program to improve academic achievement for disadvantaged students
Title II	ESSA-funded program to improve teacher quality
WASC	Western Association of Schools and Colleges
WICOR+	Writing, Inquiry, Collaboration, Organization, and Reading