



Program Grant Management System (PGMS)

PGMS Portal CDE Contact LEA Contact Application Fiscal Activity Log

Logoff

Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the local educational agencies (LEA) must download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- [California Department of Education General Assurances](#)
- [Perkins V Assurances and Certifications](#)
- [2024–25 Grant Conditions](#)

LEA Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section II

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



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2024-25 LEA Contacts

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Review and update the information below. When complete, use the top menu to navigate through the application.

Local Education Agency (LEA) Information

LEA information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA CDS coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. The OPUS authorized coordinators are not the same as the Perkins coordinators. Refer to the [OPUS-CDS Application and Resources](#) for more information.

OPUS Coordinator

Name: Kerry Bobbitt
Phone: 951-943-6369 Ext. 81104
E-mail: kerry.bobbitt@puhsd.org

LEA Contact Information

LEA Name: Perris Union High--1
CDS Code: 33-67207-0000000
Vendor Number:
Locale Code 21 (Visible to CDE Only)
Application 6724 (Visible to CDE Only)
Id:
PGMS Id: S0935-231 (Visible to CDE Only)
Address: 155 East Fourth St.
 Perris, CA 92570-2124
Phone: 951-943-6369
Fax:
E-mail: grant.bennett@puhsd.org

Superintendent

Name: Grant Bennett

Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Perkins Coordinator

Name: Dian Martin **Title:** Teacher
Phone: 951-943-6369 **Extension:** 81106
Mobile Phone:
Fax: 951-943-9594
E-mail: dian.martin@puhsd.org
Street Address: 1151 N "A" Street
City: Perris
State: CA
Zip Code: 92570

Perkins Coordinator Contact During Summer

E-mail: dian.martin@puhsd.org
Phone: 951-970-4718 **Extension:**

Fiscal Coordinator Information

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Fiscal Coordinator

Name: Nancy Ulloa **Title:** Accounting Technician
Phone: 951-943-6369 **Extension:** 80215
Mobile Phone:
Fax:
E-mail: nancy.ulloa2@puhsd.org
Street Address: 155 E 4TH ST
City: PERRIS
State: CA
Zip Code: 92570

LEA CTE Advisory Chair Information

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

Name: Judy Mountain

E-mail: pvprinting@aol.com

Phone: 951-657-4055

Extension:

[Update](#)

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



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General Assurances and Certifications 2023-24

The following Assurances and Certifications are requirements of applicants and grantees as a condition of receiving funds.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance

with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))

10. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a

drug-free workplace. (34 CFR Part 84)


15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law. (20 USC §7844; PL 114-95, §8304(a)(2)(A-B))
17. The LEA administers all funds and property related to programs funded for equitable services provided to students attending private schools. (20 USC §6320; PL 114-95, §1117(d)(1))
18. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
19. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
20. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
21. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the

following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

22. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
23. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
24. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC

§62002; 5 CCR, §§3944, 3946)

25. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
26. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
27. Programs and services are and will be in compliance with Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
28. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
29. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal

Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management  web page.

30. 30. Tribal consultation is required for all Title programs covered by ESSA (ESEA section 1111(a)(1)(A)) when an LEA have received a Title VI Indian Education formula grant in the previous fiscal year that exceeds \$40,000, or have 50 percent or more (using enrollment from the previous year) of its student enrollment made up of American Indian/American Native (AI/AN) students. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. A list of LEAs required to conduct tribal consultation can be found on the California Department of Education Tribal Consultation web page. Each affected LEA shall maintain in the agency's records and provide to the state educational agency a written affirmation signed by the appropriate officials of the participating tribes—or tribal organizations approved by the tribes—that the consultation required by this section has occurred. (20 USC §7918; PL 114-95, §8538)

Questions: Education Data Office

| connappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Monday, July 10, 2023

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2024-25 ASSURANCES AND CERTIFICATIONS

Perkins V Special Assurances Are Required For Funding

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to be effective. (Perkins V, Section 135[b])
2. The eligible recipient that uses funds under Perkins V for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins V, Section 217[a])
3. The eligible recipient may, upon written request, use funds made available under Perkins V to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins V, Section 217[b])
4. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins V, Section 217[b][2])
5. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins V, Section 216)
6. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins V Funds

1. Funds made available under the Perkins V for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins V, Section 211[a])

2. All of the funds made available under Perkins V will be used in accordance with the requirements of this Act. (Perkins V, Section 6)
3. No funds made available under Perkins V shall be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins V, Section 214)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the middle grades (any of grades 5-8) except that equipment and facilities purchased with funds under the Perkins V may be used for such students. (Perkins V, Section 215)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins V, Section 122[d][13][B])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in *California's Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) will be limited to programs as described in the local CTE plan that (a) begin no earlier than the middle grades; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of Perkins V, Title I, and the provisions of *California's Federal Perkins V State Plan* (formerly the *California State Plan for Career Technical Education*), including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins V, Section 122[d][13][A])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

LEAs will ensure that each of the following requirements in Perkins V Section 135(b) are met in each program that uses Perkins IV funds.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English

learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

State Established CTE Quality Criteria for Programs Assisted with Perkins V funds

Perkins V Section 135(b) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. California's *Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) identifies 12 essential planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.

- B. **Student Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.
- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.
- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.
- F. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.

- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.
- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.
- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high quality K–14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grades twelve

(K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.

- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

Perkins Coordinator Signature:

Printed Name: Dian Martin _____

Title: Director of Learning Support Services _____

Signature:  _____

Date: May 14, 2024 _____

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2024-25 GRANT CONDITIONS

Note: The application for funds can be completed and submitted online through the California Department of Education (CDE) Programs Grant Management System (PGMS) Web page at <http://www3.cde.ca.gov/pgms/logon.aspx>. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins Web page at <http://www.cde.ca.gov/ci/ct/pkl/>.

1. Your local educational agency's (LEA's) Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Career, Technical, and Adult Education. The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to, and grantees must comply with, ED's federal regulations contained in the Code of Federal Regulations (CFR), including those found in Title 2 of the CFR at Parts 200, 3474 and 3485; as well as Title 34 of the CFR at Parts 75 – 82; and Title 34, Subtitle B, Chapter 1 (the regulations of ED's Office of Civil Rights)..
2. In order to accept Perkins V funds, the LEA must have:
 - At least one complete "program of study" as defined by Perkins V Section 3 Paragraph 41.
 - A completed Comprehensive Local Needs Assessment that meets the requirements as defined by Perkins V, Section 134(c) – (e).
 - An approved online application submitted through the PGMS and approved by the CDE.
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins V shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE program activities.
5. The LEA must meet all federal statutes and regulations applicable to Perkins V in its administration of the program.

6. Perkins V requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) and the Report on CTE Placement (CDE 101 E2) data may be submitted annually by the prescribed deadlines and methods. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins V funds for the program year be returned for failure to adhere to the Perkins V data requirements.
7. All Perkins V funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by **June 30, 2025**. Any funds left unclaimed after **September 30, 2025**, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**
8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. While interest earned up to \$500 per year may be retained by the grantee for administrative expense, interest earned in excess of that amount must be remitted to the federal government pursuant to Title 2, CFR Section 200.305.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior written CDE approval, separate from their entry into the Strategic Spending Plan (budget) in PGMS.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through PGMS. Filing a second quarter claim and fourth-quarter claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:
 - First quarter (July 1–September 30): due before or on October 31

- Second quarter (October 1–December 31): due before or on January 31
 - Third quarter (January 1–March 31): due before or on April 30
 - Fourth quarter/Final (April 1–June 30): due before or on July 31
12. A budget revision is required through PGMS for new expenditures or if expenditures for any budget category will be exceeded by 20 percent or more of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.
13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.
14. Federal regulations governing the Perkins V will overrule any errors inadvertently made by the CDE.

Perkins Coordinator Signature:

Printed Name: Dian Martin _____

Title: Director of Learning Support Services _____

Signature:  _____

Date: May 14, 2024 _____



Program Grant Management System (PGMS)

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[CDE Contact](#)
[LEA Contact](#)
[Application](#)
[Fiscal](#)
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[Logoff](#)

Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or

success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name Amil Alzubaidi
Title Director of Special Education

Economically Disadvantaged (Title I Coordinator/Administrator)

Name Dian Martin
Title Director of Learning Support Services

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name Marvin Atkins Jr
Title Director of Pupil Services

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name Marvin Atkins Jr
Title Director of Pupil Services

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name Marvin Atkins Jr
Title Director of Pupil Services

English Language Learners (English Learner Coordinator/Administrator)

Name Charles Tippie
Title Director of Learning Support Services

Homeless

Name Marvin Atkins
 Title Director of Pupil Services

Youth who are In, or who have aged out Of, the foster care system

Name Marvin Atkins
 Title Director of Pupil Services

Youth with a parent who is on active duty In the military

Name Marvin Atkins
 Title Director of Pupil Services

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential

1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

2B) Enter the name of the site of the pathway.

2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name **First:** _____ **Middle:** _____
Last: _____

1B) CTE-Eligible Credential Document Number _____

1C) Document Title

1D) Subject Description

2) Does the Credential Match the Assignment?

2A) Site Name

2B) Local Name of Pathway _____

2C) CALPADS Pathway Name

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Borrows, Velma	Career Technical Education Teaching Credential -- Health Science & Medical Technology	Perris High	Health Science and Medical Technology - Biotechnology	Approved	Expiry 12/1/2014, which is hilariously expired. New doc# is 190205178, expiry 12/01/2024.	<input type="button" value="Delete"/> <input type="button" value="Review"/>

Browning, Robert	Career Technical Education Teaching Credential -- Transportation	Paloma Valley High	Transportation -- Systems Diagnostics, Service, and Repair	Approved	Expiry 8/1/2022. New doc# is 210258616, expiry 01/01/2027.	Delete Review
Carlin, Alisha	Career Technical Education Teaching Credential -- Business & Finance	Liberty High School / Liberty High School	Business and Finance -- Business Management	Approved	CTE/AME, Biz, FID, Marketing, MPD, expiry 10/1/2023.	Delete Review
Chavez, Christine	Designated Subjects Career Technical Education Teaching Credential -- Health Science & Medical Technology	Liberty High	Health Science and Medical Technology - Patient Care	Approved	Expiry 9/1/2026.	Delete Review
Cooper, Taylor	Career Technical Education Teaching Credential -- Public Services	Liberty High	Public Services -- Public Safety	Submitted By LEA		Delete Review
Cortez, Sal	Career Technical Education Teaching Credential -- Public Services	Liberty High School	Public Services -- Legal Practices	Approved	Expiry 11/1/2022. New doc# is 210218962, expiry 11/01/2026.	Delete Review
DeBoor, Chelsye Danielle	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Perris High	Agriculture and Natural Resources -- Animal Science	Approved	Expiry 7/1/2017. New doc# is 190074504, expiry 07/01/2024. Note: a	Delete Review

					teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	
Dionicio, Marcos	Career Technical Education Teaching Credential -- Transportation	Perris High	Transportation -- Systems Diagnostics, Service, and Repair	Approved	Expiry 10/1/2025.	Delete Review
Gilson, Brent	Career Technical Education Teaching Credential -- Information & Communication Technologies	Liberty High	Information and Communication Technologies -- Software and Systems Development	Approved	Expiry 8/1/2024.	Delete Review
Gold, Michael	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Paloma Valley High	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Approved	Expiry 8/1/2024.	Delete Review
Heiny,	Single Subject	Paloma	Engineering and	Approved	Doc#	Delete

Layne P	Teaching Credential -- Industrial Technology Education	Valley High	Architecture -- Engineering Design		130194895 is CTE/ICT, expiry 9/1/2016. SS/ITE, Chem, BioSci, Physics is doc# 180148412, expiry 01/01/2024. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Review
Hersh, Heather	Career Technical Education Teaching Credential -- Health Science & Medical Technology	Liberty High	Health Science and Medical Technology - Patient Care	Submitted By LEA		Delete Review
Ivery, Virgil	Career Technical Education Teaching	Heritage High	Public Services -- Legal Practices	Approved	Expiry 7/1/2025.	Delete Review

	Credential -- Public Services					
Jones, Reginald	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	/Perris Union High	Arts, Media, and Entertainment -- Design, Visual, and Media Arts	Approved	Expiry 5/1/2026.	Delete Review
Kalantar- Hormoz, Nicholis Armun	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Paloma Valley High	Arts, Media, and Entertainment -- Production and Managerial Arts	Approved	Correct doc# is 200233025, expiry 08/01/2025.	Delete Review
Kitzerow, Joshua David	Career Technical Education Teaching Credential -- Information & Communication Technologies	/Perris Union High	Information and Communication Technologies -- Software and Systems Development	Approved	CTE/AME, ICT, MPD, expiry 9/1/2024.	Delete Review
Krug, Christopher J	Career Technical Education Teaching Credential -- Public Services	Heritage High	Public Services -- Public Safety	Approved	Expiry 7/1/2027.	Delete Review
Leon, Chris	Designated Subjects Career Technical Education Teaching Credential -- Health Science & Medical Technology	Liberty High	Health Science and Medical Technology - - Patient Care	Approved	Expiry 3/1/2028.	Delete Review
Lingat,	Career	Liberty	Information and	Submitted		

Dylan	Technical Education Teaching Credential -- Information & Communication Technologies	High	Communication Technologies -- Games and Simulation	By LEA		Delete Review
Maratsos , Margret Eleni	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Heritage High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 7/15/2014. New doc# is 210054209 , expiry 07/01/2026. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
McCoy, Susann Marie	Career Technical Education Teaching Credential -- Hospitality, Tourism, & Recreation	Perris High	Hospitality, Tourism, and Recreation -- Food Service and Hospitality	Approved	Expiry 10/1/2021. New doc# is 210178696, expiry 10/01/202/26.	Delete Review
McNaul ,	Single Subject	Perris	Agriculture and	Approved	Expiry	

Charlynn Angel	Teaching Credential -- Agriculture AND Agricultural Specialist	High	Natural Resources -- Ornamental Horticulture		7/1/2023. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Nering , Aaron Ray	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Perris High	Agriculture and Natural Resources -- Ornamental Horticulture	Approved	Expiry 9/1/2018. New doc# is 180097021, expiry 09/01/2023. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches	Delete Review

					the sector of the pathway assigned.	
Pabst, Raquel	Designated Subjects Career Technical Education Teaching Credential -- Marketing, Sales, & Services	Liberty High	Marketing, Sales, and Services -- Entrepreneurship/Self Employment	Submitted By LEA		Delete Review
Perotti , Jeremiah Mathew	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Heritage High	Agriculture and Natural Resources -- Agricultural Mechanics	Approved	Expiry 9/1/2016. New doc# is 210114920, expiry 09/01/2026. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Rushing, Shaina	Single Subject Teaching Credential --	Heritage High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 7/1/2024. Note: a	Delete Review

	Agriculture AND Agricultural Specialist				teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	
San Martin, Jacob	Career Technical Education Teaching Credential -- Transportation	Perris High	Transportation -- Systems Diagnostics, Service, and Repair	Submitted By LEA		Delete Review
Sandoval , Jonathan	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Perris High	Arts, Media, and Entertainment -- Production and Managerial Arts	Approved	Doc# 180171807 leads to Emily Wood. Correct doc# is 180171817, expiry 12/01/2023.	Delete Review
Santana , Richard	Career Technical Education Teaching Credential -- Engineering & Architecture	Heritage High	Engineering and Architecture -- Engineering Design	Approved	Expiry 6/1/2022. New doc# is 220039782, expiry 06/01/2027.	Delete Review
Schmitt, Sara Marie	Single Subject Teaching	Perris High	Agriculture and Natural Resources --	Approved	Expiry 7/1/2023.	Delete

	Credential -- Agriculture AND Agricultural Specialist		Agriscience		Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Review
Seipp, Jason	Career Technical Education Teaching Credential -- Arts, Media, & Entertainment	Liberty High	Arts, Media, and Entertainment -- Production and Managerial Arts	Submitted By LEA		Delete Review
Serrato, Alex	Designated Subjects Career Technical Education Teaching Credential -- Marketing, Sales, & Services	Liberty High	Marketing, Sales, and Services -- Entrepreneurship/Self Employment	Submitted By LEA		Delete Review
Serrato, Juan	Career Technical Education Teaching Credential -- Public Services	Liberty High	Public Services -- Public Safety	Submitted By LEA		Delete Review

Wilson , Michael Lee	Single Subject Teaching Credential -- Industrial Arts	Paloma Valley High	Information and Communication Technologies -- Information Support and Services	Approved	SS/ITE (not IA), IntroBiz, BioSci, GeoSci, expiry 7/1/2021. New doc# is 200138750, expiry 07/01/2026. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
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[Export to Excel](#)

LEA Sign-off

As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2024-25 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section III

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



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Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Reading/Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement (Required)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Required)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Required)	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has

completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section IV

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

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Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved	

Claims

* Subject to change based on Capital Outlay and actual expenditures

Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among subgroups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The [Workbook To Accompany the CLNA Reporting Template](#) offers a more In-depth exploration of each question from the [CLNA Reporting Template](#) to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the

Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV
2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. **Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:**

i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

The most recent district-wide CTE Advisory meeting, serving as the primary source for filling out this document, occurred on October 23, 2023. This meeting was a collaborative effort between Perris UHSD and Riverside County Office of Education (RCOE), reflecting a comprehensive approach to stakeholder engagement and data collection for the Perkins V Comprehensive Local Needs Assessment (CLNA). During this meeting, representatives from various industry sectors convened to participate in the CLNA process and provide valuable insights into the needs and priorities of the CTE program. The following CTE Advisories were included in the meeting: 1. Public Service 2. Marketing, Sales & Service 3. Information & Communication Technologies 4. Hospitality, Tourism & Recreation 5. Building & Construction Trades 6. Allied Health/Medical Assisting 7. Transportation 8. Arts, Media, & Entertainment Each advisory consisted of a diverse group of stakeholders, including industry partners, teachers, RCOE and district administration representatives, and students. The collaborative nature of these meetings facilitated robust discussions and informed decision-making regarding the CLNA process. In addition to the district-wide CTE Advisory meeting, Agriculture Advisory committees convened on multiple dates to provide

input and feedback for the CLNA. These meetings occurred on October 17, 2023, January 10, 2024, May 8, 2024, and May 22, 2024. Similar to the CTE Advisories, the Agriculture Advisory meetings included representatives from various stakeholders, ensuring comprehensive representation and input from the agriculture industry. Overall, the October 23, 2023 district-wide CTE Advisory meeting, along with subsequent Agriculture Advisory meetings, served as critical forums for stakeholder consultation, data collection, and collaborative decision-making in support of the Perkins V CLNA process. Through these meetings, Perris UHSD and RCOE demonstrated a commitment to engaging stakeholders and leveraging their expertise to inform the development of the CLNA and shape the future of the CTE program.

(Maximum 5000 Characters ≈ 2.78 pages)

- ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K-14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K-14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.**

The evaluation process for Perris UHSD's CTE department was based on a variety of data sources, including the '11 Elements of a High-Quality CTE Program' document. This document provided a framework for evaluating goals, areas of growth, and effectiveness within the CTE program. Additionally, during the Advisory Council meeting, Perris UHSD reviewed areas of concentration, growth, and need, as well as graduation rates, academic proficiency in ELA, math, and science by student group, and college and career indicator by student group. Postsecondary credits attempted and earned by site were also examined as part of the evaluation process. However, further data disaggregation by subgroup is planned for the future, particularly in the 2024-25 academic year once articulated courses are completed in June 2024. Future data points will include participation in work-based learning opportunities by student subgroups, allowing for a more

comprehensive assessment of program effectiveness and equity across student populations.

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iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

The next district-wide CTE Advisory meeting, scheduled for October 2024, serves as a pivotal forum for reviewing, evaluating, and identifying needs in accordance with Section 134(c) (Comprehensive Needs Assessment) and Section 134(e) (Continued Consultation) of the Perkins V legislation. This meeting serves as an essential platform for stakeholders to gather, deliberate, and shape the trajectory of the CTE program. Scheduled for October 2024, the meeting holds paramount importance in steering the course of the CTE program. It serves as a strategic checkpoint to assess the efficacy of existing initiatives, identify areas of improvement, and chart the course for future endeavors. The meeting's agenda encompasses a comprehensive range of topics to ensure a thorough examination of the CTE landscape:

1. Review of Internship Participation: Delving into internship participation metrics provides valuable insights into student engagement with real-world experiences. By scrutinizing internship participation rates, stakeholders can gauge the effectiveness of existing internship programs and identify opportunities for expansion or enhancement.
2. Industry Certifications Evaluation: Evaluation of industry certifications serves as a litmus test for assessing the relevance and currency of the CTE curriculum. By scrutinizing certification attainment rates and industry alignment, stakeholders can ensure that students are equipped with the requisite skills demanded by the contemporary job market.
3. Articulation Agreements Assessment: Articulation agreements play a pivotal role in facilitating seamless transitions for students from high school to postsecondary education institutions. Evaluation of existing agreements enables stakeholders to assess the efficacy of pathways and identify opportunities for bolstering articulation efforts.
4. Course Review and Approvals: The review and approval process for CTE courses are critical in ensuring alignment with industry standards and educational objectives. Through meticulous examination of course offerings, stakeholders can ascertain alignment with emerging industry trends and pedagogical best practices.
5. Self-Evaluation and Feedback Mechanisms: Self-evaluation serves as a reflective exercise for the CTE program, allowing stakeholders to introspect on achievements, challenges, and areas for improvement. Additionally, soliciting feedback from stakeholders fosters a culture of continuous improvement and

ensures responsiveness to evolving needs. By convening in October 2024, the district-wide CTE Advisory meeting embodies the collaborative spirit and commitment to excellence underpinning the CTE program. Through rigorous evaluation, constructive dialogue, and strategic planning, stakeholders collectively propel the CTE program toward sustained growth, relevance, and impact.
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- iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

To ensure robust representation across all required categories of members at our next scheduled Stakeholder Consultation, Perris UHSD employs a multifaceted approach that leverages collaboration, proactive outreach, and strategic engagement strategies.

1. Collaboration with Riverside County Office of Education (RCOE): Perris UHSD collaborates closely with RCOE to ensure representation from all industry sectors and business partners at Stakeholder Consultation meetings. Through this partnership, we tap into RCOE's extensive network and expertise to engage a diverse array of stakeholders from various sectors and communities.
2. Expansion of Business and Community Partnerships: Perris UHSD and RCOE actively work to expand our network of business and community partners to ensure comprehensive representation. Efforts are made to include stakeholders from the various cities within our school district boundaries, thereby fostering inclusive participation and community engagement.
3. Advanced Communication and Outreach: Perris UHSD utilizes proactive communication strategies to disseminate meeting information and reminders well in advance of scheduled Stakeholder Consultation meetings. Save-the-date notifications and calendar reminders are sent out to all stakeholders to ensure they are aware of upcoming meetings and can plan their attendance accordingly.
4. CTE Teacher Engagement: All CTE teachers play a pivotal role in ensuring representation from each industry sector by inviting multiple business partners to Stakeholder Consultation meetings. By leveraging their connections and relationships within the local business community, CTE teachers help ensure a diverse and comprehensive representation of stakeholders.
5. Invitations to Key Stakeholders: In addition to business partners, invitations are extended to key stakeholders, including representatives from the Economic Employment Department (EDD), current CTE students, district administration, and county administration. By

involving a wide range of stakeholders, we ensure that diverse perspectives and interests are represented in the consultation process. Through these concerted efforts, Perris UHSD aims to facilitate meaningful stakeholder engagement and collaboration at our next scheduled Stakeholder Consultation. By leveraging partnerships, proactive outreach, and inclusive communication strategies, we strive to ensure that all required categories of members are present and actively engaged in shaping the future of our CTE program.

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2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):

- i. Responses must include a description of which of the seven required evaluative data “Indicators” from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**
- ii. For each of those “Indicators,” list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**
- iii. Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA’s CTE program and summarize the LEA’s performance across those metrics.**

For each of the Performance Indicators where PUHSD did not meet the State Determined Performance Levels (SDPLs) and the targeted subgroups, strategies for improvement have been in place for three or more years. These strategies have aimed to address disparities and improve outcomes for students across various subgroups. However, to make meaningful progress in meeting the SDPLs, PUHSD will adjust these strategies and implement additional measures: 1. Four-Year Graduation Rate (1S1): Four-Year Graduation Rate: Met Overall district graduation rate (91.6%). Sub groups not meeting performance standards: SWD (78.5%), SED (91.3%), EL (85.3%), Homeless (80.6%), and Foster (84.6%). Strategies for Improvement: - Individualized support and interventions for SWD, SED, EL, Homeless, and Foster youth to ensure timely graduation. Changes to Strategies: - Enhanced support services and targeted interventions tailored to the specific needs of each subgroup, including academic assistance, counseling, and socio-emotional support. - Implementation of transition programs and initiatives to facilitate smoother transitions to postsecondary education or

employment for all subgroups. 2. Academic Proficiency in Reading/Language Arts (2S1): Academic Proficiency in Reading/Language Arts: sub groups not meeting performance standards as measured by the 2022-23 California Assessment of Student Performance and Progress (CAASPP): SWD (12.23%), SED (33.56%), English Learners (2.35%), Homeless (29.69%), Foster (37.50%). Strategies for Improvement: - Targeted literacy interventions, differentiated instruction, and additional academic support for SWD, SED, EL, Homeless, and Foster youth. Changes to Strategies: - Implementation of evidence-based literacy programs and strategies tailored to the needs of each subgroup, with a focus on building foundational reading skills and comprehension. - Collaborative efforts with language arts teachers, special education instructors, and English language development specialists to design and implement effective instructional practices. 3. Academic Proficiency in Mathematics (2S2): Academic Proficiency in Mathematics: sub groups not meeting performance standards as measured by the 2022-23 California Assessment of Student Performance and Progress (CAASPP): SWD (1.09%), SED (9.54%), English Learners (0.91%), Homeless (7.37%), Foster (6.25%). Strategies for Improvement: - Targeted math interventions, small-group instruction, and supplemental resources for SWD, SED, EL, Homeless, and Foster youth. Changes to Strategies: - Implementation of differentiated math instruction aligned with individual student needs, incorporating hands-on learning experiences and real-world applications. - Utilization of data-driven decision-making to identify areas of weakness and tailor interventions to address specific math concepts or skills. Academic Proficiency in Science (2S3): Academic Proficiency in Science: sub groups not meeting performance standards as measured by the 2022-23 California Assessment of Student Performance and Progress (CAASPP): SWD (8.44%), SED (19.08%), English Learners (2.29%), Homeless (12.90%), Foster (8.73%). Strategies for Improvement: - Hands-on science experiences, inquiry-based learning, and targeted support for SWD, SED, EL, Homeless, and Foster youth. Changes to Strategies: - Expansion of science enrichment programs, STEM initiatives, and experiential learning opportunities to engage students and foster a deeper understanding of scientific concepts. - Integration of culturally responsive teaching practices and diverse perspectives to enhance science instruction and promote inclusivity. Post-Program Placement (3S1): Post-Program Placement sub groups not meeting performance standards as stated in the 2020-21 DataQuest reports: SWD (26.9%), SED (43.5%), English Learners (29.0%) Strategies for Improvement: - Enhanced career counseling, work-based learning opportunities, and job readiness training for SWD, SED, EL, Homeless, and Foster youth. Changes to Strategies: - Strengthened partnerships with local businesses, industries, and community organizations to provide meaningful work experiences, internships, and apprenticeships for all students. - Implementation of transition planning services and support programs to facilitate successful post-program placement and long-term career success. 6. Non-

Traditional Program Concentration (4S1): Non-Traditional Program Concentration sub groups not meeting performance standards for 2022-23: Female students in automotive (13%). Strategies for Improvement: - Recruitment initiatives, mentorship programs, and targeted outreach efforts to increase female enrollment in non-traditional CTE pathways. Changes to Strategies: - Expansion of outreach and recruitment efforts to promote non-traditional career pathways to female students, including awareness campaigns, role model presentations, and hands-on experiences. - Implementation of support programs and resources to address barriers and challenges faced by female students pursuing non-traditional fields, such as access to mentorship, networking opportunities, and skill-building workshops.

7. Program Quality-Attained Postsecondary Credits (5S2): Data obtained from CATEMA reports from 2022-23. Students attempting dual credit through articulation agreements was 1363, number of students receiving credit was 1079, total credits earned was 3490 within CTE 16 CTE courses. Strategies for Improvement: - Curriculum alignment with postsecondary standards, dual enrollment opportunities, and academic support for students to earn postsecondary credits. Changes to Strategies: - Review and revision of course offerings to ensure alignment with postsecondary pathways and industry standards, with a focus on expanding dual enrollment options and articulation agreements. - Implementation of credit recovery programs, academic tutoring, and other support services to help students meet postsecondary credit requirements and academic goals. In addition to the aforementioned performance indicators, PUHSD tracks various quantitative and qualitative metrics to measure and track improvements to the CTE program. These metrics include: - Graduation rates by subgroup - Academic proficiency rates in reading, mathematics, and science by subgroup - Post-program placement rates by subgroup - Non-traditional program participation rates by gender - Attainment of postsecondary credits by students - Work-based learning participation and completion rates - Certification attainment rates - Student engagement and satisfaction surveys Overall, while PUHSD has made strides in improving student participation and access to CTE programs, there are still areas where progress is needed to meet the State Determined Performance Levels (SDPLs). By refining existing strategies and implementing targeted interventions, PUHSD aims to enhance outcomes and support the success of all students in the CTE program. (Maximum 15000 Characters ≈ 8.3 pages)

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

The PUHSD CTE department has made significant strides in expanding CTE pathways, boosting participation in CTE internships, and providing opportunities for industry-recognized certifications. To further these efforts, strategies will focus on enhancing awareness of students' certification achievements through targeted marketing, annual

recognition events, school announcements, and informative brochures. However, it's important to note that internship, certification, and articulation, dual enrollment, and concurrent enrollment offers opportunities that are not uniformly accessible across all pathways at present. In response, PUHSD has launched a structured internship program in collaboration with the Riverside County Office of Education. This initiative prioritizes coordination, communication, instruction, and promotion to ensure students, parents, staff, and the wider community are fully informed. Currently being piloted at Liberty HS, a designated CTE Pathway school, the program aims for full implementation across all capstone courses by the 2024-2025 academic year. Business partners will play a crucial role by signing Affiliation Agreements, providing mentorship, and guiding students through work-based learning experiences, while CTE teachers will conduct onsite performance evaluations. Currently, students completing a high school CTE program at Liberty HS are earning 12-21 college credits, this offers several benefits for students:

1. Accelerated College Progression: These credits provide a head start on college coursework, potentially shortening the time needed to complete a degree. This can save both time and money for students pursuing post-secondary education.
2. Cost Savings: By earning college credits while still in high school, students can reduce the overall cost of higher education. This is particularly advantageous as it decreases the number of credits students need to pay for at the college or university level.
3. Enhanced Academic Preparedness: High school CTE programs that offer college credits often provide rigorous coursework that prepares students for the academic challenges of college-level study. This can lead to smoother transitions and greater success in college.
4. Increased Career Opportunities: College credits earned through a CTE program can provide students with a competitive edge in the job market. They may qualify for entry-level positions or internships that require certain levels of education or skills, giving them a head start in their chosen career path.
5. Flexibility in Course Selection: Having college credits from a high school CTE program can provide students with more flexibility in their college course selection. They may have the option to take more advanced courses, explore additional areas of interest, or even graduate early.
6. Motivation and Confidence: Successfully completing college-level coursework in high school can boost students' confidence in their academic abilities and motivate them to pursue higher education and career goals with greater determination.

Overall, earning college credits through a high school CTE program can open doors to a wide range of opportunities, setting students on a path toward academic and professional success. Recognizing the need to expand WBL experiences.

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4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

To sustain the positive momentum in pathway expansion, certification opportunities,

and work-based learning for all CTE pathway students, there's a pressing need for more equitable participation in certification testing across all pathways. Additionally, effective communication with students, teachers, parents, and the community about CTE opportunities for career development, certification, and work-based learning is essential. To address these needs, the following strategies will be implemented: 1. Providing additional training in industry certifications for both teachers and students. 2. Initiating early awareness and preparation programs for certification opportunities. 3. Facilitating teacher externships to enhance their understanding of industry needs and certifications. 4. Integrating student internships into capstone courses to provide hands-on experience. 5. Developing a comprehensive marketing plan to disseminate information about CTE opportunities among students, teachers, parents, and the wider community. Upon completing a high-quality CTE pathway, students typically engage in activities that may include gaining relevant work experience through internships or apprenticeships, pursuing further education or training, obtaining industry-recognized certifications, participating in job shadowing or mentorship programs, and networking within their chosen industry. Additionally, students may also refine their skills through continued practice, participate in professional development opportunities, and stay updated on industry trends and advancements. PUHSD is committed to enhancing students' readiness for post-secondary opportunities by fostering these endeavors. (Maximum 5000 Characters = 2.78 pages)

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

PUHSD CTE teachers are highly qualified and are CTE credentialed, and that there's already representation from underrepresented groups among the teaching staff. But there is always room for improvement. PUHSD acknowledges the ongoing need for enhancement. Therefore, the district remains committed to utilizing the following strategies to improve recruitment, retention, and training: 1. Externship Opportunities: Offer externship opportunities for CTE teachers to engage with local industries. These experiences can provide valuable insights into industry trends, technologies, and practices, enhancing their teaching effectiveness and relevance. Partnering with local businesses and industries can facilitate these opportunities. 2. Local CTE Conferences: Encourage CTE teachers to attend local and regional CTE conferences. These events offer networking opportunities, access to the latest research and best practices, and professional development workshops. Providing funding or incentives for attendance can help increase participation. 3. Formalized CTE Teacher Pipeline: Develop a formalized pipeline for recruiting and training CTE teachers. This could include mentorship programs, pathways for career advancement, and targeted recruitment efforts to attract candidates from underrepresented groups. Collaborate with local

universities and educational institutions to establish pathways for aspiring CTE teachers. 4. Diversity and Inclusion Initiatives: Implement initiatives to promote diversity and inclusion within the CTE teaching staff. This could involve cultural competency training, affinity groups for underrepresented teachers, and recruitment strategies that target diverse candidates. Creating a supportive and inclusive work environment is essential for retaining diverse talent. 5. Professional Development: Continue to prioritize industry-specific professional development for CTE teachers on an annual basis. Offer a variety of training opportunities, including workshops, seminars, and online courses, to accommodate different learning styles and interests. Tailor professional development programs to address emerging trends and skills gaps in relevant industries. 6. Recognition and Rewards: Recognize and reward CTE teachers for their contributions and achievements. This could include awards, incentives, and opportunities for career advancement. Acknowledging their dedication and expertise can boost morale and motivation, leading to greater job satisfaction and retention. By implementing these strategies, PUHSD can strengthen its recruitment, retention, and training efforts for CTE professionals, including those from underrepresented groups. Building a robust and inclusive CTE teacher workforce is essential for preparing students for success in the workforce and addressing the needs of diverse communities.

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6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. improve rates of access to, or performance gaps in, the courses and programs for special populations;

To address the rates of access to and performance gaps in CTE courses and programs for special populations at PUHSD, several strategies will be implemented: 1. Increase Certification Opportunities: Expand certification opportunities within existing and new pathways, such as Digital Media and Public Services. Providing students with tangible skills and credentials can enhance their employability and future prospects. 2. Targeted Support for Non-traditional Students: Develop targeted strategies to increase participation of non-traditional students in appropriate CTE pathways. This could involve outreach efforts, mentorship programs, and tailored support services to address barriers and promote engagement. 3. Enhanced Curriculum and Instruction: Continuously improve curriculum and instruction to meet the diverse needs of special populations. Implement differentiated instructional strategies, accommodations,

and modifications to support students with disabilities, homeless/foster youth, and English Learners. 4. Collaboration with Stakeholders: Forge partnerships with community organizations, businesses, and local agencies to support special populations in accessing and succeeding in CTE programs. Collaboration can provide additional resources, mentorship opportunities, and real-world experiences for students. 5. Data Monitoring and Evaluation: Regularly monitor and analyze data on student enrollment, participation, and outcomes to identify areas for improvement and track progress over time. Use data-driven insights to inform decision-making and tailor interventions to the specific needs of special populations. 6. Professional Development: Provide professional development opportunities for educators to enhance their capacity to support special populations effectively. Training in culturally responsive teaching practices, differentiated instruction, and inclusive classroom management can empower teachers to create supportive learning environments for all students. By implementing these strategies, PUHSD can work towards improving access to and success in CTE courses and programs for special populations, ultimately contributing to increased graduation rates and equitable outcomes for all students.

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ii. **providing programs that are designed to enable special populations to meet the local levels of performance;**

To ensure that programs are designed to enable special populations to meet local performance levels, PUHSD has implemented the following strategies: 1. Intentional Student Support Services: Established comprehensive student support services tailored to the needs of special populations, including low-income students, disabled students, and foster students. These services may include academic advising, tutoring, counseling, mentorship programs, and access to resources such as transportation and technology. 2. Targeted Interventions: Analyzed data on retention and success rates to identify specific challenges faced by different special populations. Developed targeted interventions and support strategies to address these challenges and increase career pathway completion and success rates. 3. Diversity and Inclusion Initiatives: Implemented instructional best practices to support underrepresented groups, such as females in certain industry sectors. Provided appropriate role models, mentorship opportunities, and created a supportive learning environment that encourages diversity and inclusion. 4. Effective Marketing Campaigns: For 24-25 will launch a marketing campaign aimed at increasing female enrollment in underrepresented sectors. Highlight the benefits and opportunities available in these fields, showcase successful female

role models, and dispel stereotypes and misconceptions. 5. Collaboration with Stakeholders: Collaborated with community organizations, industry partners, and local agencies to provide additional support and resources for special populations. Engaged in partnerships that facilitate access to internships, apprenticeships, job shadowing opportunities, and other hands-on experiences. 6. Continuous Improvement and Monitoring: Regularly reviewed and analyzed data on program outcomes and student performance to assess the effectiveness of interventions and identify areas for improvement. Used feedback from students, educators, and stakeholders to refine program offerings and support services. By implementing these strategies, PUHSD can create an inclusive and supportive environment that enables special populations to thrive academically and professionally, ultimately leading to increased success rates and equitable outcomes for all students. (Maximum 5000 Characters = 2.78 pages)

iii. providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

To prepare special populations for high-skill, high-wage, or in-demand industry sectors in competitive, integrated settings that lead to self-sufficiency, PUHSD has implemented the following activities and initiatives: Career Pathway Support Services: Provided comprehensive support services to assist special populations in navigating their chosen career pathways. This included academic advising, career counseling, mentorship programs, job placement assistance, and access to resources such as transportation, childcare, and financial aid. Work-Based Learning Opportunities: Expanded opportunities for work-based learning experiences, such as internships, apprenticeships, job shadowing, and industry partnerships. These hands-on experiences allow students to gain real-world skills, network with professionals, and explore career options in high-demand industries. Industry-Recognized Certifications: Offered industry-recognized certifications and credentials aligned with in-demand occupations. Provided training and preparation courses to help students attain these certifications, which enhances their employability and earning potential in competitive job markets. Data Collection and Analysis: Improved data collection processes to track participation and success rates for all student groups, including special populations. Used data to identify barriers to completion and inform targeted interventions and support services to address these barriers effectively. Certificates of Completion: For 24-25, implementing certificates of completion to recognize students' achievement and mastery of skills in specific career pathways. These certificates can serve as valuable credentials for entry into the workforce or further education and training

programs. Collaboration with Community Partners: Forged partnerships with local businesses, industry associations, community colleges, and workforce development agencies to align curriculum with industry needs, provide mentorship and internship opportunities, and facilitate smooth transitions to post-secondary education and employment. By implementing these activities and initiatives, PUHSD can empower special populations to pursue high-skill, high-wage careers in competitive, integrated settings, leading to greater self-sufficiency and economic mobility.

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7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

Aligning CTE pathways with labor market information (LMI) is crucial for ensuring that students are prepared for careers in high-demand fields. To further strengthen this alignment, PUHSD has implemented the following strategies:

1. **Regular Data Analysis:** Continuously analyze labor market trends and projections for the region to identify emerging industries, in-demand occupations, and skill requirements. This data informs the development and adaptation of CTE pathways to meet current and future workforce needs.
2. **Stakeholder Engagement:** Maintained active engagement with local professionals, higher education institutions, and economic development agencies to access up-to-date LMI. This includes participating in chambers of commerce, rotary clubs, and other networking events to establish connections with key stakeholders in the community.
3. **Business Partnerships:** Expanded the network of business partners to enhance access to LMI and ensure that CTE programs remain relevant and responsive to industry needs. Fostered collaborative relationships with employers, industry associations, and workforce development organizations to facilitate work-based learning opportunities and inform curriculum development.
4. **Advisory Committees:** Strengthen advisory committees composed of industry professionals, educators, and community stakeholders to provide guidance and feedback on CTE program design, curriculum development, and alignment with LMI. These committees serve as valuable sources of expertise and insight into local workforce trends.
5. **Professional Development:** Provided professional development opportunities for CTE teachers and administrators to stay informed about changes in the labor market and emerging industry trends. Encouraged participation in relevant workshops, conferences, and training sessions focused on LMI and career pathways.
6. **Curriculum Flexibility:** Ensured that CTE pathways are flexible and adaptable to accommodate changes in the labor market landscape. This may involve regularly reviewing and updating curriculum to incorporate new technologies, industry standards, and skill requirements identified through LMI. By aligning CTE pathways with LMI and actively engaging with stakeholders in the community, PUHSD can better prepare students for successful

careers in high-demand fields, ultimately contributing to the economic vitality of the region.

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Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**
 - i. **informs the selection of the specific CTE programs and activities selected to be funded;**
 - ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**
 - iii. **shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

The results of the Comprehensive Local Needs Assessment (CLNA) inform several key aspects of the selection and development of CTE programs and activities, as well as the promotion of these offerings to students: 1. Selection of Specific CTE Programs and Activities for Funding: - The CLNA identifies areas of need and priority for improving student outcomes, such as increasing the College/Career Indicator rate and addressing performance gaps among specific student populations like English Learners and Students with Disabilities (SWD). - Based on the CLNA findings, PUHSD will allocate funding towards targeted initiatives and interventions aimed at addressing identified needs. For example: - Expansion of A-G offerings to increase college readiness and access for all students. - Hiring additional MTSS Counselors to provide personalized support and interventions for struggling students (pending Golden State Pathways Program Grant) - Expansion of CTE offerings, career exploration classes, and experiences to enhance both college and career readiness. - Development of new

programs of study, as needed, to align with identified areas of interest and demand among students. 2. Development of New Programs of Study: - The CLNA has identified gaps and emerging trends in the local labor market and industry sectors, informing the development of new CTE programs of study to meet evolving workforce needs. - In the case of Liberty High School and its newly established pathways (School of Business and Entrepreneurship, School of Public Service and Leadership, School of Health Science and Medical Technology, and School of Engineering, Innovation, and Design), the CLNA can guide the expansion and refinement of these pathways over time to ensure alignment with local workforce demands and student interests. 3. Promotion of CTE Course Offerings to Students: - The CLNA identifies strategies for effectively communicating information about CTE course offerings to students, including those who are members of special populations. - By understanding student interests, needs, and aspirations as revealed through the CLNA, PUHSD will tailor outreach and promotional efforts to highlight relevant CTE pathways and programs of study. - This may involve utilizing various communication channels, such as school websites, information sessions, career fairs, and counselor consultations, to ensure students are aware of available CTE opportunities and understand how each course fits into a larger program of study. - Additionally, the CLNA has informed efforts to ensure equitable access to CTE offerings for all students, including those from underrepresented or marginalized groups, by addressing barriers to participation and providing necessary support services. Overall, the CLNA serves as a valuable tool for guiding the selection, development, and promotion of CTE programs and activities, with a focus on improving student outcomes and ensuring alignment with local workforce needs and student interests.

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2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**
 - i. **career exploration and career development coursework, activities, or services;**
 - ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
 - iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical**

education program.

PUHSD, in collaboration with local workforce development boards, one-stop delivery systems, and other partners, will utilize the information provided through CLNA to enhance the following aspects of career exploration, development, and guidance for students:

1. **Career Exploration and Development Coursework/Activities/Services:** PUHSD will expand career exploration and development opportunities for students through a variety of coursework, activities, and services. This may include guest speaker presentations, career fairs, job shadowing experiences, career interest assessments, and industry-specific workshops. These initiatives will be designed to expose students to a wide range of career options and provide them with the knowledge and skills needed to make informed decisions about their future career paths.
2. **Up-to-Date Career Information:** PUHSD will incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors and occupations into career information resources for students. This may involve partnerships with local employers, industry associations, and workforce development agencies to ensure that students have access to accurate and relevant information about employment opportunities in their region. Career information will be disseminated through career counseling sessions, classroom instruction, career exploration activities, and online resources.
3. **Organized System of Career Guidance and Academic Counseling:** PUHSD will establish an organized system of career guidance and academic counseling to support students before enrolling in and while participating in CTE programs. Counselors will work closely with students to develop individualized career and academic plans, providing guidance on course selection, career pathways, post-secondary options, and academic requirements. This system will be designed to promote student success, retention, and completion in CTE pathways. To achieve these goals, PUHSD will implement the following actions and services identified through the CLNA process:
 - Increase CTE pathway enrollment and completion by 2% annually.
 - Expand Career Technical Education options for students in grades 7-12.
 - Increase enrollment in CTE pathways through targeted outreach and recruitment efforts.
 - Administer annual grade level college and career assessments to students to inform career planning.
 - Provide annual career and academic planning workshops for students, including Saturday and evening sessions to accommodate diverse schedules.
 - Engage students in extracurricular activities outside the school day to expose them to post-high school career options and develop employability skills.
 - Continue CTE outreach efforts, expand CTE programs, and support the development of articulation agreements with local community colleges to facilitate seamless transitions to post-secondary education and training.

By implementing these strategies and actions, PUHSD will enhance career exploration, development, and guidance for students,

ultimately preparing them for success in high-skill, high-wage, and in-demand careers.
(Maximum 5000 Characters ≈ 2.78 pages)

- 3. Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

PUHSD, will improve the academic and technical skills of students participating in CTE programs by integrating coherent and rigorous content aligned with challenging academic standards and relevant CTE programs. Here's how:

1. Alignment with Standards: Ensure that all course content in CTE programs aligns with recognized technical standards and current academic content standards. This alignment ensures that students receive instruction that meets rigorous academic expectations while also addressing the technical skills needed in their chosen career fields.
2. Post-Secondary Opportunities: Provide post-secondary opportunities such as articulated courses, dual-enrollment, and concurrent enrollment programs. These opportunities allow students to earn college credit while still in high school, providing them with advanced academic coursework and exposure to college-level expectations.
3. Programs of Study: Develop and implement programs of study that facilitate a seamless transition from secondary to postsecondary education. These programs provide students with clear pathways for advancing their education and careers, incorporating both academic and technical coursework.
4. Business Advisory Committees: Seek input from business advisory committees on the development and delivery of more rigorous content. Collaboration with industry professionals ensures that CTE programs remain relevant to current industry needs and standards.
5. Professional Development: Provide professional development opportunities designed to promote rigorous academic and career-technical content standards. This training equips educators with the skills and knowledge needed to effectively integrate academic and technical instruction in their classrooms.
6. Collaborative Lessons: Foster collaboration between academic and CTE teachers to develop and deliver collaborative lessons that integrate academic concepts with real-world applications in career fields.
7. Capstone Projects: Implement senior capstone projects that require students to apply academic and technical skills to solve real-world problems or complete comprehensive projects.
8. Cross-Curricular Integration: Promote cross-curricular integration by incorporating writing, math, and reading across the curriculum. This reinforces academic skills within the context of CTE

coursework. 9. Professional Learning Communities: Establish professional learning communities where educators can collaborate, share best practices, and develop strategies for integrating academic and technical content. 10. Revision of Course of Study: Revise program course of study to reflect current academic and career-technical content standards. This ensures that the curriculum remains relevant and meets the needs of students and employers. 11. Work-Based Learning: Support work-based learning experiences across the district, providing students with opportunities to apply academic and technical skills in authentic workplace settings. 12. Career Guidance and Academic Counseling: Provide comprehensive career guidance and academic counseling to help students make informed decisions about their educational and career pathways. 13. Extra Time and Help: Offer extra time and support for students enrolled in rigorous academic courses, ensuring that they have the resources they need to succeed. 14. CTSO Involvement: Promote involvement in Career-Technical Student Organizations (CTSOs), which provide students with opportunities for leadership development, career exploration, and hands-on learning experiences. 15. Elimination of Low-Level Courses: Eliminate low-level academic courses and instead focus on providing all students with access to rigorous coursework that prepares them for postsecondary education and careers. 16. Business/Industry Mentors: Utilize business and industry mentors to encourage students to select rigorous courses that align with their career goals and aspirations. By implementing these strategies, PUHSD can ensure that students participating in CTE programs receive a well-rounded education that prepares them for success in both academic and technical pursuits, ultimately leading to enhanced career readiness and opportunities for postsecondary education.

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- i. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**
- ii. prepare CTE participants for non-traditional fields;**
- iii. provide equal access for special populations to CTE courses, programs, and programs of study; and**
- iv. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

Use the information provided through the CLNA to answer this content of this section.

PUHSD, will provide activities and implement strategies to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations, ensure equal access to CTE courses and programs, prepare CTE participants for non-traditional fields, and prevent discrimination based on status as members of special populations. Here's how: 1. Job Shadowing, Internships, and Externships: Offer opportunities for special populations to participate in job shadowing, internships, externships, clinicals, early placement, and mentoring programs. These hands-on experiences provide valuable exposure to high-demand industries and help students develop relevant skills and networks. 2. Encouragement of Enrollment: Encourage enrollment of special populations in all CTE programs, with a particular emphasis on high-wage, high-skill, or high-demand occupations. This includes actively promoting these opportunities to special populations and providing support services to facilitate their participation. 3. Career Information: Provide comprehensive career information to students about non-traditional fields, including descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation. This ensures that special populations have access to information necessary for informed decision-making about their career pathways. 4. Support Services: Offer support services specifically designed to increase program participation and completion for non-traditional students. This may include academic support, mentorship, counseling, and access to resources such as childcare and transportation. 5. Career Assessment Services: Provide career assessment services to evaluate aptitudes and interests, leading to appropriate program placement for special populations. This ensures that students are matched with CTE pathways that align with their strengths and career goals. 6. Collaboration with Service Providers: Increase collaboration between PUHSD and other service providers, such as the Department of Rehabilitation and mental health providers, to offer comprehensive support services to special populations. This collaboration promotes successful transitions to employment and additional educational opportunities. 7. Transition Services: Offer services that facilitate the transition of special populations students to work, independent living, and additional education. This may include career counseling, job placement assistance, life skills training, and access to community resources. 8. Services for Pregnant or Parenting Learners: Provide services and programs to assist pregnant or parenting learners in remaining in school and accessing CTE opportunities. This may include child care assistance, parenting classes, academic support, and access to healthcare services. By implementing these strategies, PUHSD can ensure that special populations have equal access to CTE opportunities, receive the support they need to succeed in non-traditional fields, and are empowered to pursue high-skill, high-wage careers leading to self-sufficiency, while also fostering an inclusive and discrimination-free learning environment for all students.

(Maximum 5000 Characters ≈ 2.78 pages)

5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.

To provide work-based learning opportunities to students participating in CTE programs, PUHSD will implement the following initiatives: 1. Internships and Externships: Offer internships and externships that allow students to gain hands-on experience in real-world work environments. Students will have the opportunity to apply their classroom learning in practical settings and develop valuable skills relevant to their chosen career pathways. 2. Job Shadowing: Facilitate job shadowing experiences where students observe professionals in their field of interest. This allows students to gain insight into various occupations, explore potential career paths, and make informed decisions about their future goals. 3. Apprenticeships: Partner with employers to develop apprenticeship programs that provide students with structured on-the-job training and mentorship opportunities. Apprenticeships allow students to earn wages while learning valuable skills and gaining industry-recognized credentials. 4. Work-Based Projects: Collaborate with employers to provide work-based projects that allow students to tackle real-world challenges and contribute to meaningful projects within the workplace. This hands-on experience helps students develop problem-solving skills and enhances their understanding of industry practices. 5. Industry Partnerships: Work closely with representatives from employers to identify and develop work-based learning opportunities that align with the needs of local industries. This collaboration ensures that students are prepared for the specific demands of the labor market and have the skills necessary for success in high-demand fields. 6. Curriculum Alignment: Continuously align CTE courses and programs with industry standards and employer expectations. By incorporating feedback from employers into curriculum development, Perris UHSD ensures that students graduate with the skills and knowledge needed to excel in the workforce. 7. Career Pathway Development: Develop structured career pathways that provide students with clear trajectories for advancing from high school to postsecondary education and into the workforce. Work-based learning opportunities are integrated into these pathways to provide students with seamless transitions and relevant experiences at each stage of their education. 8. Professional Development for Educators: Provide professional development opportunities for CTE teachers to enhance their understanding of industry trends and employer expectations. This ensures that educators are equipped to facilitate meaningful work-based learning experiences for their students. By implementing these initiatives and working closely with employers, Perris UHSD will provide students participating in CTE programs with valuable work-based learning opportunities that prepare them for success in college

and career pathways aligned with local labor market needs.
(Maximum 5000 Characters = 2.78 pages)

6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.

To provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, Perris UHSD will continue to offer a variety of programs and initiatives, including:

1. **Articulated Courses:** Perris UHSD will continue to offer articulated courses in partnership with Mt. San Jacinto College (MSJC) and Riverside City College (RCC). These courses allow students to earn college credit by completing specified coursework in high school that is recognized by the partnering community colleges.
2. **Dual Enrollment:** Perris UHSD will continue to offer dual enrollment programs, allowing students to enroll in college-level courses while still attending high school. These courses are taught by credentialed high school teachers and offer students the opportunity to earn both high school and college credit simultaneously.
3. **Concurrent Enrollment:** Perris UHSD will provide opportunities for concurrent enrollment, where students can enroll in college courses outside of their regular high school schedule while still receiving support and guidance from high school counselors and staff. This allows students to earn college credit and gain exposure to the rigors of higher education.
4. **Early College High School:** As practicable, Perris UHSD may explore the establishment of an Early College High School program in collaboration with local colleges or universities. This program allows students to complete their high school diploma requirements while simultaneously earning college credits, potentially leading to an associate degree or significant progress toward a bachelor's degree by the time of high school graduation.
5. **Alignment with A-G Requirements:** Any new courses being developed will be required to meet A-G requirements, ensuring that students have the opportunity to earn college credit for completing rigorous coursework that meets university admission standards. To support these efforts, Perris UHSD will align with LCAP Goal #2 by providing expanded opportunities for remediation, acceleration, and enrichment to college and career readiness. This includes funding, training, and support for comprehensive counseling programs that assist students in navigating postsecondary options and developing college and career readiness skills. Additionally, Perris UHSD will continue to provide training and support for students to develop the skills necessary for success in high school and postsecondary education, ensuring that all students graduate prepared for their chosen career pathways.

(Maximum 5000 Characters = 2.78 pages)

- 7. Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

To support the recruitment, preparation, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel, Perris UHSD will coordinate closely with eligible agencies and institutions of higher education. Here's how:

1. Partnerships with Riverside County Office of Education and Higher Education Institutions: Perris UHSD currently partners with Riverside County Office of Education for Teacher Induction programs, ensuring that new teachers receive comprehensive support and mentorship as they begin their careers. Additionally, Perris UHSD collaborates with Mt. San Jacinto Community College and Riverside Community College District to articulate CTE and Dual Enrollment courses, providing students with opportunities to earn college credit while still in high school.
2. Data Review and Analysis: Perris UHSD continually reviews data on teacher preparation, credentials, salaries and benefits, demographics, professional development, mentoring, externship opportunities, and educator and staff retention. This data-driven approach informs decisions related to recruitment, preparation, and retention strategies.
3. Professional Development and Training: Perris UHSD provides ongoing professional development and training opportunities for CTE teachers, faculty, administrators, and specialized instructional support personnel. These opportunities cover subject matter content, teaching skills, career counseling, emerging practices, procedures, and trends in the field. Release time is provided for professional development activities, and staff are encouraged to participate in internships or externships to upgrade their knowledge and skills.
4. Input from CTE Staff: CTE staff have input into professional development needs, ensuring that training opportunities are aligned with their specific needs and priorities. This collaborative approach helps to ensure that professional development activities are relevant and effective.
5. Recruitment and Retention Efforts: Perris UHSD actively recruits and retains high-quality CTE teachers and staff by advertising job announcements in appropriate venues, creating job descriptions that require demonstrated sensitivity and experience with special populations, participating in job fairs, and openly recruiting from industry, colleges, and other districts. Internally, staff are well-supported by district and site-level administration, fostering a positive work environment and promoting retention. By coordinating with eligible agencies and institutions of higher education and implementing these strategies, Perris UHSD will

support the recruitment, preparation, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel, ensuring that they have the skills and resources necessary to provide high-quality education and support services to students participating in CTE programs.

(Maximum 5000 Characters = 2.78 pages)

- 8. Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

To address disparities or gaps in performance between groups of students, Perris UHSD will implement a series of targeted actions aligned with the Comprehensive Local Needs Assessment (CLNA). Here's how the district will address these disparities:

1. Prioritizing Actions for English Learners and Students with Disabilities (SWD):
 - Increase student access to and expansion of A-G offerings to provide rigorous coursework options for all students.
 - Deploy MTSS counselors at each comprehensive high school site to provide targeted support and interventions for struggling students.
 - Expand CTE offerings, career exploration classes, and career experiences to develop both college and career readiness for all students.
 - Increase dual enrollment and articulated course offerings to promote cost-saving college opportunities and academic acceleration, particularly for underrepresented student groups.
2. Improving Chronic Absenteeism Rates:
 - Implement Positive Behavioral Intervention and Supports (PBIS) and restorative practices to create a culturally responsive school environment and address behavioral factors contributing to chronic absenteeism.
 - Enhance tracking and identification of students at risk of chronic absenteeism, and provide resources using Attendance Specialists who conduct Student Attendance Review Boards (SARBs) and home visits for targeted support.
3. Strengthening Professional Learning Communities (PLCs) and Instructional Support:
 - Foster collaboration within PLCs for all staff to reflect on effective teaching practices aligned with state standards in English Language Arts (ELA).
 - Monitor progress of all student groups/subgroups to provide appropriate interventions and support.
 - Offer after-school extended learning opportunities to provide additional academic support and enrichment.
 - Provide professional development focused on accommodations within both general and special education classrooms to ensure all students have access to effective instruction.
4. Family Engagement and Support:
 - Conduct regular focus-group meetings and provide family literacy opportunities, such as ESL classes for parents, to enhance family engagement and support.
 - Organize parent workshops to update and inform parents about their child's academic progress,

educate them to be strong college advocates, and actively involve them in their child's education and career goals. By prioritizing these actions and aligning them with the CLNA findings, Perris UHSD aims to eliminate disparities or gaps in performance between groups of students, ensuring that all students have equitable access to high-quality education and support services. If meaningful progress is not achieved, additional actions will be taken, including further analysis of data, targeted interventions, and collaboration with stakeholders to address persistent disparities.

(Maximum 5000 Characters = 2.78 pages)

LEA Sign-off

- Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.**

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save And Continue To Section V

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



Program Grant Management System (PGMS)

PGMS Portal CDE Contact LEA Contact Application Fiscal Activity Log Logoff

Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to input budget expenditures for each industry sector and budget category.

Line Item Number	Industry Sector	CLNA Component	Object Code	Budget Category	Narrative	Budget Amount	Action
1	Across Multiple Sectors	Section 134(c)(2)(B)	7000 Indirect Costs	(H) Administration	Indirect Costs	\$14,608.00	Detail

		(i): Program Size, Scope, and Quality to Meet the Needs of All Students					
2	Arts, Media, and Entertainment	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	1000 Certificated Salaries	(A) Instruction	Sub costs for Teachers HHS - \$683 PHS - \$810	\$1,493.00	Detail
3	Arts, Media, and Entertainment	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	Benefits for Subs HHS - \$157 PHS - \$190	\$347.00	Detail
4	Arts, Media, and Entertainment	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: SD cards, camera lens, headphones, monitors, wireless microphone sets, advanced cinema camera, boom mics, motion array used for creating intros	\$35,268.00	Detail

					and graphics for video projects. HHS - \$6,400 PHS - \$11,868 PVHS - \$17,000		
5	Arts, Media, and Entertainment	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	AdobeMax Conference, Universal Studios field trip, Creative Leadership conference, Museum of Modern Pictures field trip, visit college campus and their photo/film programs. HHS - \$18,760 PHS - \$8,500	\$27,260.00	Detail
6	Engineering and Architecture	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	1000 Certificated Salaries	(A) Instruction	Sub costs for Teachers HHS - \$795	\$795.00	Detail
7	Engineering and Architecture	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	Benefits for subs HHS - \$185	\$185.00	Detail

8	Engineering and Architecture	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: Makerbot repairs, 3D printer filament, wood and hardware to build robotic fields, aluminum and steel stock for welder and CNC plasma cutter, mini battle bots robots, VEX V5 classroom starter bundle, heavy duty tier shelving units, 11 drawer mobile work station. HHS - \$23,303 PVHS - \$42,000	\$65,303.00	Detail
9	Engineering and Architecture	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	AdobeMax conference	\$5,520.00	Detail
10	Health Science and Medical Technology	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to	1000 Certificated Salaries	(A) Instruction	Teacher sub costs PHS - \$2,080	\$2,080.00	Detail

		Meet the Needs of All Students					
11	Health Science and Medical Technology	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	Benefits for subs PHS - \$480	\$480.00	Detail
12	Health Science and Medical Technology	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: Simchart books and codes, abo-rh combo blood type kit, health equipment, coding manuals, ear exam simulator. PHS - \$25,940	\$25,940.00	Detail
13	Health Science and Medical Technology	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	Summer internships, medical assisting conference. PHS - \$6,500	\$6,500.00	Detail
14	Hospitality, Tourism, and Recreation	Section 134(c)(2)(B) (i): Program Size, Scope, and	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: catering	\$58,500.00	Detail

		Quality to Meet the Needs of All Students				supplies, food science tools for molecular gastronomy experiments, food handlers certifications, new cooking techniques for beginning and advanced classes. PHS - \$58,500		
15	Hospitality, Tourism, and Recreation	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	Field trips to local restaurants, Six Taste Food Tour, Organic Culinary Farm or Local Farm PHS - \$6,500	\$6,500.00	Detail	
16	Information and Communication Technologies	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	1000 Certificated Salaries	(A) Instruction	Teacher sub costs PVHS - \$485	\$485.00	Detail	
17	Information and Communication Technologies	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	Benefits for subs PVHS - \$115	\$115.00	Detail	
18	Information and	Section	4000	(A) Instruction	Materials and	\$6,000.00	Detail	

	Communication Technologies	134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	Books/Supplies			supplies to include but not limited to: Digital auto recorder, videorecorder, headphones for zoom recorder		
19	Information and Communication Technologies	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	AdobeMax conference PVHS - \$3,400	\$3,400.00	Detail	
20	Public Services	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: Criminal fingerprint cards, crime scene template, black fingerprint powder, barrier tape dispenser, ID enhancer spray, VIPER fiberglass brush, photo scale markers. HHS - \$5,000	\$5,000.00	Detail	
21	Transportation	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to	1000 Certificated Salaries	(A) Instruction	Teacher sub costs PVHS - \$1,835	\$1,835.00	Detail	

22	Transportation	Meet the Needs of All Students Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	3000 Employee Benefits	(A) Instruction	Benefits for subs	\$425.00	Detail
23	Transportation	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	4000 Books/Supplies	(A) Instruction	Materials and supplies to include but not limited to: Master tool set for Gearwrench, Pro-link Edge Starter Kit Snap-on, battery containment, storage boxes, MSULTRA scan tool, Strut Spring compressor, Robin Air AC1234-6 PVHS - \$29,740	\$29,740.00	Detail
24	Transportation	Section 134(c)(2)(B) (i): Program Size, Scope, and Quality to Meet the Needs of All Students	5000 Services/Operating Expenses	(A) Instruction	Automotive Teacher conference and CTE conference, calibration of shop equipment. PVHS - \$9,000	\$9,000.00	Detail

Total

\$306,779.00

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Perris Union High (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

• Yes No

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Section VI

Questions: Perkins Support Team | perkins@cde.ca.gov

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

PGMS Portal CDE Contact LEA Contact Application Fiscal Activity Log Logoff

Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to [Section V](#).

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$6,688.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,688.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$1,552.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,552.00
4000 Books/Supplies	\$225,751.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225,751.00
5000 Services/ Operating Expenses	\$58,180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,180.00

6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$14,608.00	\$14,608.0
Total	\$292,171.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,608.00	\$306,779.0

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	S134(c)(2)(B) (ii): Program Size, Scope, and Quality to Meet the Needs of All Students	S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	S134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	S134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Object Code Total
1000 Certificated Salaries	\$0.00	\$0.00	\$6,688.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,688.00
3000 Employee Benefits	\$0.00	\$0.00	\$1,552.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,552.00
4000 Books/Supplies	\$0.00	\$0.00	\$225,751.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225,751.00
5000 Services/Operating Expenses	\$0.00	\$0.00	\$58,180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,180.00
7000 Indirect Costs	\$0.00	\$0.00	\$14,608.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,608.00
	\$0.00	\$0.00	\$306,779.00	\$0.00	\$0.00	\$0.00	\$0.00	\$306,779.00

Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional Fields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Cc
1000 Certificated Salaries	\$6,688.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$1,552.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$225,751.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,751.00
5000 Services/Operating Expenses	\$58,180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,180.00
7000 Indirect Costs	\$14,608.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,608.00

\$306,779.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31
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[Continue to Section VII](#)

Questions: Perkins Support Team | perkins@cde.ca.gov

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Perris Union High (131 - Secondary)

2024-25 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Not Submitted
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2024-25, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Yes No

For 24-25, PUHSD continues to address local labor market demands, local industry demands and student interest. The following CTE Pathway changes are planned for the 2024-25 school year. Perris Lake High School will be eliminating the Construction Technology pathway due to low enrollment and student interest. It will be replaced with RCOE Digital Film/Video Productions. Course sequence would be Digital Film Production I/II. Liberty High School will be eliminating the Emergency Medical Technician pathway due to low enrollment and student interest. It will be replaced with Sports Medicine. Course sequence will be: Medical Terminology, Medical Ethics, RCOE Intermediate Health Prevention and Treatment, RCOE Intermediate Sports Medicine, RCOE Advanced Sports Medicine.

LEA Sign-off

Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save

Save and Continue to Application Status

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Perris Union High (131 - Secondary)

2024-25 Application

2024-25 Status

Quick Facts Box

Allocation Amount	\$306,779.00
Budgeted Amount	\$306,779.00
Indirect Amount	\$14,608.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Friday, May 17, 2024 11:59 PM
Application Status	Submitted For Review on May 14 2024
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Application Over All Status: Submitted For Review on 05/14/24 at 05/14/24

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
<u>LEA Contacts</u>	Submitted	Accepted	Not Submitted
<u>Section I</u>	Submitted	Pending	Not Submitted
<u>Section II</u>	Submitted	Pending	Not Submitted
<u>Section III</u>	Submitted	Pending	Not Submitted
<u>Section IV</u>	Submitted	Pending	Not Submitted
<u>Section V</u>	Submitted	Pending	Not Submitted
<u>Section VI</u>	Submitted	Accepted	Not Submitted
<u>Section VII</u>	Submitted	Pending	Not Submitted

Task	By Whom	Deadline
PGMS/Perkins/Application tab opens	CDE	M 03/22/2024
Initial LEA submission <ul style="list-style-type: none"> ■ Sections I-VII = "LEA Sign Off" checkboxes ■ Status tab = "Submit" button 	LEA Perkins Coordinator	F 05/17/2024

Initial CDE review <ul style="list-style-type: none"> ■ Reopens for edits, with feedback, when needed. ■ Revises & resubmits by re-clicking the “LEA Sign Off” checkboxes 	<ul style="list-style-type: none"> ■ CDE Consultant ■ LEA Perkins Coordinator 	F 06/14/2024
Final CDE approval	CDE Consultant	F 06/21/2024
LEA Superintendent’s approval	LEA Superintendent	F 06/28/2024
CDE sends GAN for LEA Superintendent’s signature	CDE Analyst	F 07/01/2024
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

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