



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jurupa Unified School District	Trenton Hansen, Ph.D. Superintendent	JUSD.Superintendent@jUSD.k12.ca.us 951-360-4100

### Goal 1

Goal Description
All students will be college and career ready.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
P1: Teachers are appropriately assigned and fully	Based on current personnel records, all teachers are fully	Based on current personnel records, all teachers are fully	Based on current personnel records, all teachers are fully	Based on current personnel records, all teachers are fully	Teachers are appropriately assigned and fully

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credentialed in subject area	<p>credentialed outside of:</p> <p>7 interns (1 Elementary, 5 SE, 1 Math).</p> <p>4 Short term Staff Permits (1 Elementary, 1 Math, 1 Science, 1 SE)</p> <p>All interns have met Subject Matter Competency and are also equitably distributed.</p> <p>(May, 2020 Personnel Data)</p>	<p>credentialed outside of:</p> <p>16 interns (3 Elementary, 2 English, 11 Special Education)</p> <p>6 Short-Term Staff Permits (3 Special Ed., 3 Elementary)</p> <p>All interns have met intern certification requirements and are equitably distributed.</p> <p>(May, 2022 Personnel Data)</p>	<p>credentialed outside of:</p> <p>17 Interns (7 Elementary, 2 High School, 1 Middle School, 7 Special Education)</p> <p>4 Short Term Staff Permits (all Elementary)</p> <p>All interns have met Subject Matter Competency or were under exception through Governor's executive order and are also equitably distributed.</p> <p>(April 2023 Personnel Data)</p>	<p>credentialed outside of:</p> <p>17 Interns (10 Elementary, 1 High School, 6 Special Education)</p> <p>2 Short Term Staff Permits (all Elementary)</p> <p>2 Emergency CLAD Permits required for their ELD assignment</p> <p>5 Emergency Bilingual Authorization Permits in Spanish</p> <p>2 Waivers for the Bilingual Authorization in Spanish</p> <p>1 Waiver for an English Learner Authorization w/a CTE credential</p> <p>All interns have met Subject Matter Competency and are also equitably distributed.</p> <p>(January 2024 Personnel Data)</p>	<p>credentialed in subject area outside of 2 interns</p> <p>(May, 2024 Personnel Data)</p>
P1: Pupils have sufficient access to standards-aligned instructional materials	Based on current positive sufficiency William's reports and purchase requisitions for new materials, all	All core textbooks and related science materials have been received or are accessible to each	All core textbooks and related science materials have been received and are accessible to each	All core textbooks and related science materials have been received and are accessible to each	Provided all required K-12 standards-aligned instructional materials to meet

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	<p>required instructional materials have been purchased. (September, 2020 Williams Report and Requisitioned Purchases)</p>	<p>JUSD student. New textbook adoptions for elementary science (K-6) and high school sciences (Earth Space, Chemistry, AP Chemistry, Physics, AP Physics) are currently being adopted for implementation during the 2022-2023 school year.</p> <p>Twenty-one elementary teachers are involved in the pilot and each high school as a representative piloting the high school science pilots. The final selections are scheduled to go to the JUSD Instructional Council for approval and then to the JUSD Board for approval to move forward with the recommendations in April, 2022.</p> <p>Furthermore, on September 13, 2021, JUSD Board President, Karen Bradford, signed Resolution #2022/09</p>	<p>JUSD student and on September 12, 2022, JUSD Clerk of the Board, Robert Garcia, signed Resolution #2023/08. This resolution signifies all 2022-2023 students have sufficient materials for learning and that JUSD has met William's compliance requirements.</p> <p>Nearly 60 elementary teachers and 50 high school teachers engaged in various subject/grade specific pilot teams and participated in the robust process. On March 31, the JUSD Board of Education approved the teacher teams' recommendations and voted to purchase the recommended textbooks. The new textbook adoptions include elementary math and social studies (TK-6) and secondary math, health, world languages, and social</p>	<p>JUSD student and on September 11, 2023, JUSD Clerk of the Board, Joseph Navarro, signed Resolution #2024/08. This resolution signifies all 2023-2024 students have sufficient materials for learning and that JUSD has met William's compliance requirements.</p>	<p>requirements of Williams Report (May, 2024 Williams Report)</p>

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		indicating all 2021-2022 students have sufficient materials for learning and which also verifies JUSD has met William's compliance requirements.	studies are currently being adopted for implementation during the 2023-2024 school year. Teacher professional development is currently being scheduled to prepare teachers for the upcoming school year and will continue throughout the year.		
P2: Implementation of state board adopted content and performance standards with all students	86.56% Strongly Agree or Agree  Based on teacher self-reporting on the LCAP staff survey, the 2021 LCAP Staff Survey shows slight increase in response to question on survey. (April, 2021 LCAP Staff Survey)	A shift to a new platform with new topics and questions for the LCAP survey occurred. The intent of the question remained the same, but the response was recorded differently 61% responded favorably to the LCAP question "How supportive has the school been of your professional growth" (March 2022 LCAP Teacher Survey)	64% responded favorably to the LCAP question "How supportive has the school been of your professional growth" (March 2023 LCAP Teacher Survey)	LCAP Teacher Survey to be administered in Spring 2024	90% of teacher's self-report mastery of California Standards curriculum (May, 2024 LCAP Staff Survey)
P2: Teacher Evaluation of Language Proficiency	100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to	JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher	JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher	JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher	100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to

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	interact in meaningful ways and learning about how English works. (May, 2021 TELP report)	at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learning about how English works and to ensure access to CCSS and ELD standards. (May, 2022 TELP report)	at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learn how English works, and ensure access to CCSS and ELD standards. (May 2023 TELP report)	at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learn how English works, and ensure access to CCSS and ELD standards. (1st Semester 2023 TELP report)	interact in meaningful ways and learning about how English works. (May, 2024 TELP report)
P8: Other Student Outcomes - NWEA ELA (Grades K-6)	District: Exceeded: 7.1% Met: 17.2% Nearly Met: 23.5% Not Met: 52.2%  EL Exceeded: 0.6% Met: 5.4% Nearly Met: 14.5% Not Met: 79.7%  (NWEA, Spring Administration, 2021-2022)	Implemented in 2021-2022 school year.	District: Exceeded: 5.9% Met: 16% Nearly Met: 26.3% Not Met: 51.7%  EL Exceeded: 0.8% Met: 5.7% Nearly Met: 19.9% Not Met: 73.7%  (NWEA, Spring Administration, 2022-2023)	District: Exceeded: 7% Met: 18% Nearly Met: 26% Not Met: 49%  EL Exceeded: 1% Met: 6% Nearly Met: 20% Not Met: 73%  (NWEA, Winter Administration, 2023-2024)	District: Exceeded: 13.1% Met: 29.2% Nearly Met: 29.5% Not Met: 34.2%  EL Exceeded: 6.6% Met: 17.4% Nearly Met: 20.5% Not Met: 61.7% (Spring 2024 administration report)
P8: Other Student Outcomes - NWEA Math (Grades K-6)	District: Exceeded: 2.5% Met: 8.7% Nearly Met: 24.6% Not Met: 64.2%  EL Exceeded: 0.2% Met: 2.4%	Implemented in 2021-2022 school year.	District: Exceeded: 3.4% Met: 12.8% Nearly Met: 28.5% Not Met: 55.4%  EL Exceeded: 0.6% Met: 5.4%	District: Exceeded: 3% Met: 12% Nearly Met: 32% Not Met: 53%  EL Exceeded: 1% Met: 4%	District: Exceeded: 7.5% Met: 18.7% Nearly Met: 29.6% Not Met: 49.2%  EL Exceeded: 5.2% Met: 12.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Nearly Met 11.5% Not Met: 85.9%  (NWEA, Spring Administration, 2021-2022)		Nearly Met: 19.7% Not Met: 74.3%  (NWEA, Spring Administration, 2022-2023)	Nearly Met: 22% Not Met: 73%  (NWEA, Winter Administration, 2023-2024)	Nearly Met 16.5% Not Met: 70.9% (Spring 2024 administration report)
P4: Statewide assessment— California School Dashboard (CASDB) Academic Indicator ELA Distance from Standard (DFS)	All: -30.3 (+6 points) LI: -38.9 (+5.6 points) EL: -60.7 (+2.5 points) SWD: -114.1 (+10.8 points) FY: -54.3 (-7.4 points) HY: -41.2 (+46 points) (Fall, 2019 CASDB)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered in 2021-22.	All: -55 (-24.7 points) LI: -63.2 (-24.3 points) EL: -91 (-30.3 points) SWD: -129.4 (-15.3 points) FY: -61.1 (-6.8 points) HY: -88.5 (-47.3 points) (Fall, 2022 CASDB)	All: -56.8 (-1.8 points) LI: -65.5 (-2.3 points) EL: -99.8 (-8.7 points) SWD: -130.5 (-1.1 points) FY: -73.8 (-11.3 points) HY: -110.6 (-22.1 points) (Fall, 2023 CASDB)	All: -20 LI: -28 EL: -40 SWD: -95 FY: -30 HY: -30 (Fall, 2023 CASDB)
P4: Statewide assessment— California Schools Dashboard (CASDB) Academic Indicator Math Distance from Standard (DFS)	All: -66.8 (+4.7 points) LI -74.1 (+5 points) EL -89 (+4 points) SWD -151.9 (+13.6 points) FY -118.1 (-28.5 points) HY -94.9 (+26.4 points) (Fall, 2019 CASDB)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered in 2021-22.	All: -98.3 (-31.5 points) LI: -106.5 (-32.4 points) EL: -121.8 (-32.8 points) SWD: -163.9 (-12 points) FY: -112 (+6.1 points) HY: -122.2 (-27.3 points) (Fall, 2022 CASDB)	All: -95.9 (+2.5 points) LI: -104.6 (+1.9 points) EL: -126.2 (-4.4 points) SWD: -160.5 (+3.4 points) FY: -112.7 (+0.7 points) HY: -141.8 (-19.6 points) (Fall, 2023 CASDB)	All: -48 LI: -50 EL: -60 SWD: -100 FY: -60 HY: -60 (Fall, 2023 CASDB)
P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC	41.3% making progress towards English language proficiency 37.9% - Progressed at least one ELPI level	Due to suspension of the California Dashboard, the following English Language Proficiency is being used:	44.3% making progress towards English language proficiency 43.7% - Progressed at least one ELPI level	40.7% making progress towards English language proficiency 39.0% - Progressed at least one ELPI level	44.3% making progress towards English language proficiency 43.9% - Progressed at least one ELPI level

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on California Schools Dashboard (CASDB) through English Learner Progress Indicator (ELPI)	3.3% - Maintained ELPI Level 4 34.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 24.2% - Decreased at least one ELPI level (Fall, 2019 ELPI CASDB)	6.99% Overall Proficient Level 1: 22.44% Level 2: 40.39% Level 3: 30.17% Level 4: 6.99% (2020-21 ELPI)	0.6% - Maintained ELPI Level 4 35.6% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 20.1% - Decreased at least one ELPI level (Fall, 2022 ELPI CASDB)	1.3% - Maintained ELPI Level 4 34.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 24.1% - Decreased at least one ELPI level (Fall, 2023 ELPI CASDB)	6.3% - Maintained ELPI Level 4 31.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 18.2% - Decreased at least one ELPI level (Fall, 2023 ELPI CASDB)
P4: English learner reclassification rate	District 14.8% (2019-20 DataQuest)	For the 2020-2021 school year the district's EL reclassification rate was 7.2% as reported in Data Quest.	District 15.9% (R-30 Language Census, pending DataQuest release)	District 7.70% (tentative R-30 Language Census, pending DataQuest release)	District 20% (2022-23 DataQuest)
P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher	District 69.4% (2019-20 DataQuest)  Actual 2018-19: 34.49% Actual 2017-18: 32.3%	District 34.6% (2020-2021 Q SIS)	District: 45.5% (2021-2022 AP Score Report)	District: 43.6% (2022-2023 AP Score Report)	District 40% (2022-23 DataQuest)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	District ELA Ready All: 16.9% EL: 0% SED: 15.25% AA: 4.17 (2018-19 CAASPP)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the Class of 2021 or Class of 2022.	District ELA Ready All: 36.15% EL: 2.19% SED: 34.19% AA: 33.33% (2021-22 CAASPP)	District ELA Ready All: 38.34% EL: 4.62% SED: 35.12% AA: 32.00% (2022-23 CAASPP)	District ELA Ready All: 25% EL: 5% SED: 20% AA: 20% (2022-23 CAASPP)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early	District Math Ready All: 5.42% EL: .42% SED: 4.70% AA: 4.35% (2018-19 CAASPP)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the	District Math Ready All: 9.19% EL: 0.00% SED: 7.86% AA: 0.00% (2021-22 CAASPP)	District Math Ready All: 11.13% EL: 0.65% SED: 8.39% AA: 0.00% (2022-23 CAASPP)	District Math Ready All: 15% EL: 5% SED: 15% AA: 5% (2022-23 CAASPP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Assessment Program (EAP) in Math		Class of 2021 or Class of 2022.			
P4: Completion Rate of CTE course pathways	District 4.6% (2019-20 HS Cohort CALPADS)	District 14.9% (2020-21 Dashboard College/Career Measures Only Report)	District 22.9% (2021-2022 Q SIS)	District 33.7% (2022-2023 Q SIS)	District 12% (2022-23 HS Cohort CALPADS)
P4: Percent increase in A-G course completion rate	District 38.3% LI: 36.5% EL: 12.9% SWD: 10.5% (2019-20 CALPADS)	District 29.6% LI: 29.1% EL: 5.8% SWD: 1.4% (2020-21 Dashboard College/Career Measures Only Report)	District 34.6% EL: 7.1% SWD: 11.0% *Data for low-income students not tracked but will return with the College/Career Indicator reporting on the Fall 2023 Dashboard. (2021-22 Q SIS)	District: 38.1% LI: 36.7% EL: 12.1% SWD: 11.8% (2022-23 CALPADS)	District 47.3% LI: 42.5% EL: 18.9% SWD: 16.5% (2022-23 CALPADS)
P4: Percent of students who have completed both A-G requirement and CTE Completion	All: 7.05% (2019-20 CALPADS)	All: 5.7% (2020-21 Dashboard College/Career Measures Only Report)	All: 10% (2021-22 Q SIS)	All: 16.8% (Fall, 2023 CALPADS)	All: 10% (Fall, 2023 CALPADS)
P7: Percent of students enrolled in CTE courses	All: 50.9% LI: 51.6% EL: 52.4% SWD: 51.7% (2019-20 CALPADS)	For the 2020-2021 school year enrollment in CTE courses was 44.7% of all high school students, 52.5% of all low income students, 44.9% of EL students and 52.7% of SWD.	All: 58.2% LI: 51.5% EL: 48.5% SWD: 45.2% (2021-22 Q SIS)	All: 48.7% LI: 49.9% EL: 47.7% SWD: 45.1% (2023-24 Q SIS)	All: 61% LI: 61% EL: 62% SWD: 61% (2022-23 CALPADS)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		At the start of semester two in the 2021-2022 school year enrollment in CTE courses is 49.6% of all high school students, 55.6% of low income students, 56.3% of EL students and 54.8% of SWD.			
P7: Percentage of pupils who have successfully enrolled in UC/CSU Required Course	All: 98.6% LI: 98.8% EL: 97.3% SWD: 92.8% (2019-20 Student Information System (Q))	For the 2020-2021 school year, the percentage of students enrolled in A-G coursework was 99.3% overall, 99.4% for low income students, 98.2% for EL students, and 95.1% for SWD.  At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in A-G coursework is 99.4%, 99.3% for low income students, 98.3% for EL students and 95.5% for SWD.	As of Semester 2 in the 2022-23 school year: All: 99.3% LI: 99.4% EL: 99.3% SWD: 95.1% (2022-23 Q SIS)	As of Semester 2 in the 2023-24 school year: All: 99.4% LI: 99.4% EL: 99.3% SWD: 95.4% (2023-24 Q SIS)	All: 100% LI: 100% EL: 100% SWD: 96% (2022-23 Student Information System (Q))
P7: Percent of students enrolled in AP courses	District 22.7% LI 21.5% EL 3.7% SWD 1.6%	For the 2020-2021 school year, the percentage of students enrolled in	District 14.31% LI 12.58% EL 2.23% SWD 1.38%	District 12.62% LI 11.18% EL 2.33% SWD 1.28%	District 25.7% LI 25.5% EL 9.7% SWD 7.6%

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	AA 13.9% (2019-20 CALPADS)	AP coursework was 16.0% overall, 22.3% for low income students, 0.9% for EL students, 1.2% for SWD and 12.5% for Black/African American students..  At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in AP coursework is 11.4%, 12.1% for low income students, 2.1% for EL students, 0.9% for SWD and 10.5% for Black/African American students.	AA 8.25% (2022-23 Q SIS)	AA 5.88% (2023-24 Q SIS)	AA 19.9% (2022-23 CALPADS)
P8: Other student outcomes - iStation ELA (Grades 3-5 only)	District: Tier 1: 43% Tier 2: 21% Tier 3: 36%  EL Tier 1: 15% Tier 2: 22% Tier 3: 63%  (April 2021 administration report)	Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2021-2022 data.	Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2022-2023 data.	Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2022-2023 data.	District: Tier 1: 63% Tier 2: 26% Tier 3: 11%  EL Tier 1: 45% Tier 2: 44% Tier 3: 11%  (Spring 2024 administration report)
P8: Other student outcomes - iStation	District Tier 1: 13% Tier 2: 19%	Discontinued use of iStation. A transition from iStation to NWEA	Discontinued use of iStation. A transition from iStation to NWEA	Discontinued use of iStation. A transition from iStation to NWEA	District Tier 1: 33% Tier 2: 29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Math (Grades 3-5 only)	Tier 3: 68% EL Tier 1: 2% Tier 2: 10% Tier 3: 88%  (April 2021 administration report)	was made for the 2021/22 school year for Math. See NWEA metric for 2021-2022 data.	was made for the 2021/22 school year for Math. See NWEA metric for 2022-2023 data.	was made for the 2021/22 school year for Math. See NWEA metric for 2022-2023 data.	Tier 3: 38% EL Tier 1: 32% Tier 2: 30% Tier 3: 38%  (Spring 2024 administration report)
P8: Other student outcomes - HMH Reading Inventory for ELA (Grades 6-9 & 11 (2020-21 only)	Percent Proficient: Overall District (5247 students): 35.6% SED District (4035 students): 32.7% EL District (1226 students): 4.8% FY District (31 students): 32.3%  Grade 6 Overall: 29.2% Grade 6 SED: 25.7% Grade 6 EL: 5.3% Grade 6 FY: 10%  Grade 7 Overall: 37.9% Grade 7 SED: 35.3% Grade 7 EL: 5.7% Grade 7 FY: 66.7%  Grade 8 Overall: 35.3% Grade 8 SED: 32.7% Grade 8 EL: 4.3% Grade 8 FY: 25%	Percent Proficient: Overall District (4339 students): 36.8% SED District (3487 students): 33.9% EL District (1008 students): 6.1% FY District (17 students): 29.4%  Grade 6 Overall: 32.1% Grade 6 SED: 30.5% Grade 6 EL: 8.9% Grade 6 FY: 33.3%  Grade 7 Overall: 27.1% Grade 7 SED: 24.3% Grade 7 EL: 2.3% Grade 7 FY: 20%  Grade 8 Overall: 41.1% Grade 8 SED: 37.7% Grade 8 EL: 3.6% Grade 8 FY: 60%	Percent Proficient: Overall District (3720 students): 34.9% SED District (1986 students): 31.9% EL District (577 students): 5.2% FY District (12 students): 41.7%  Grade 7 Overall: 32.6% Grade 7 SED: 29.8% Grade 7 EL: 4.6% Grade 7 FY: 60%  Grade 8 Overall: 37.9% Grade 8 SED: 33.0% Grade 8 EL: 6.5% Grade 8 FY: 20%  Grade 9 was new for 2021-22: Grade 9 Overall: 33.3% Grade 9 SED: 33.2% Grade 9 EL: 4.3%	HMH Reading Inventory is no longer administered universal to all 7th, 8th, and 9th grade students. Student lexile level is now reported through the CAASPP scores.	Percent Proficient: Overall District (5247 students): 50.6% SED District (4035 students): 50.7% EL District (1226 students): 34.8% FY District (31 students): 50.3%  Grade 7 Overall: 62.9% Grade 7 SED: 62.9% Grade 7 EL: 35.7% Grade 7 FY: 75%  Grade 8 Overall: 50.3% Grade 8 SED: 50.3% Grade 8 EL: 34.3% Grade 8 FY: 50%  Grade 9 Overall: 50% Grade 9 SED: 40% Grade 9 EL: 34% Grade 9 FY: 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Grade 11 Overall: 41.6% Grade 11 SED: 39% Grade 11 EL: 2.9% Grade 11 FY: 25% (Spring 2021 administration report)	Grade 11 is no longer assessed and was only tested in 2020-21 in lieu of CAASPP. Grade 9 is new for 2021-22: Grade 9 Overall: 46.9% Grade 9 SED: 33.9% Grade 9 EL: 6.1% Grade 9 FY: 29.4% (Spring 2022 administration report)	Grade 9 FY: 50% Grade 6 is no longer assessed. Please see NWEA results for outcomes in ELA. Grade 11 is no longer assessed and was only tested in 2020-21 in lieu of CAASPP.  (Spring 2023 administration report)		Grade 11 desired outcome removed in 2022-23 LCAP. Grade 6 desired outcome removed in 2023-24 LCAP. (Spring 2024 administration report)
P8: Other student outcomes – MDTP for Math (Grades 6-8 & 11)	Percent Proficient: Overall District (5435 students): 33% SED District (4165 students): 30.1% EL District (1277 students): 10% FY District (31 students): 19.4%  Grade 6 Overall: 34.4% Grade 6 SED: 25.7% Grade 6 EL: 8.7% Grade 6 FY: 11.1%  Grade 7 Overall: 34.5% Grade 7 SED: 35.3% Grade 7 EL: 37.5% Grade 7 FY: 31.3%  Grade 8 Overall: 33.4%	Percent Proficient: Overall District (2723 students): 40.8% SED District (825 students): 38% EL District (632 students): 14.6% FY District (11 students): 45.5%  Grade 6 Overall: 36.8% Grade 6 SED: 34% Grade 6 EL: 13.7% Grade 6 FY: 25%  Grade 7 Overall: Not Administered in 21/22 Grade 7 SED: Not Administered in 21/22 Grade 7 EL: Not Administered in 21/22 Grade 7 FY: Not Administered in 21/22	Percent Proficient: Overall District (1318 students): 11.3% SED District (1081 students): 9.2% EL District (333 students): 3.3% FY District (8 students): 12.5%  Grade 8 Overall: 11.3% Grade 8 SED: 9.2% Grade 8 EL: 3.3% Grade 8 FY: 12.5%  Grade 6 is no longer assessed with MDTP. See NWEA results for outcomes in math.  Grades 7 and 11 are no longer assessed with MDTP. See	Next MDTP administration will be in Spring 2024.	Percent Proficient: Overall District (5435 students): 48% SED District (4165 students): 48.1% EL District (1277 students): 10% FY District (31 students): 19.4%  Grade 6 Overall: 49.4% Grade 6 SED: 49% Grade 6 EL: 38.7% Grade 6 FY: 41.1%  Grade 7 Overall: 49.5% Grade 7 SED: 49% Grade 7 EL: 40.6% Grade 7 FY: 49%  Grade 8 Overall: 48.4%

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	Grade 8 SED: 30.5% Grade 8 EL: 11.6% Grade 8 FY: 22.2%  Grade 11 Overall: 29% Grade 11 SED: 27.6% Grade 11 EL: 8.6% Grade 11 FY: 0% (Spring 2021 administration report)	Grade 8 Overall: 44.7% Grade 8 SED: 42% Grade 8 EL: 15.5% Grade 8 FY: 57.1%  Grade 11 Overall: Not Administered in 21/22 Grade 11 SED: Not Administered in 21/22 Grade 11 EL: Not Administered in 21/22 Grade 11 FY: Not Administered in 21/22 (Spring 2022 administration report)	CAASPP results for outcomes in math. (Spring 2023 administration report)		Grade 8 SED: 48% Grade 8 EL: 41.6% Grade 8 FY: 48%  Grade 11 Overall: 44% Grade 11 SED: 44% Grade 11 EL: 38.6% Grade 11 FY: 30% (Spring 2023 administration report)
P5: High School Graduation Rates	All: 92.4% LI: 92.3% EL: 82.6% (Fall, 2020 CASDB)	All: 96.3% LI: 85.6% EL: 71.3% (2020-21 Data Quest)	All: 92% LI: 91.7% EL: 82.6% (Fall, 2022 CASDB)	All: 93.7% LI: 93.6% EL: 87.4% (Fall, 2023 CASDB)	All: 94% LI: 94% EL: 87% (Fall, 2023 CASDB)

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Standards Aligned Curriculum</b> Provide standards-aligned curriculum and high-quality classroom instruction to prepare students to graduate college and career ready through:  Ongoing refinement and translation of curriculum in Math, ELA/ELD, NGSS, and modification for ELD, technology integration, and inclusion, including:	Yes	Fully Implemented	QTEL Training is being provided at various schools to assist teachers with high-quality classroom instruction. Additionally, QTEL coaching assists teachers in refining their lessons by planning lessons together and focusing on standards being addressed along with the QTEL tasks they are applying. In Secondary Schools, Smarter	\$834,916.00	\$258,970.70

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	1. (3.0) Curriculum Coordinators to support the ongoing work of curriculum refinement and instructional support. 2. Certificated hourly, substitute, and stipend for unit members' regular and summer hours 3. Classified and certificated hourly for translations 4. Contract, printing, and resource materials for curriculum refinement 5. Alignment of curriculum to word recognition and language comprehension practices. 6. Integration of formative assessment process.			Balanced Interim Assessments are used to monitor student progress throughout the year, identify areas of strength and opportunities, and make timely instructional shifts.		
1.2	<p><b>Professional Development</b>            Provide standards-aligned curriculum and high-quality classroom instruction to prepare students to graduate college and career ready through:</p> <p>Ongoing Professional Development (PD) for research- and evidence-based strategies below to support teachers in the implementation of CSS standards and to meet student needs:</p> <ol style="list-style-type: none"> <li>1. Mathematical Practices (In House Support)</li> <li>2. Next Generation Science Standards (NGSS) implementation</li> <li>3. Learning without Limits (Social and Emotional Learning (SEL))</li> <li>4. Multi-Tiered System of Support (MTSS); Special Education Supporting Inclusive Practices</li> <li>5. Universal Design for Learning (UDL)</li> <li>6. Collaborative Teams</li> </ol>	Yes	Fully Implemented	To assist teachers in providing high-quality classroom instruction: <ul style="list-style-type: none"> <li>• All core subject teachers are in the process of being trained in QTEL.</li> <li>• Two elementary schools (IA and WR) have completed QTEL training, as well as all secondary ELD teachers and some ELA teachers.</li> <li>• Five additional elementary schools are going through QTEL training.</li> <li>• School administrators are participating in QTEL training as well to ensure implementation.</li> </ul>	\$1,915,434.00	\$470,195.84

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	<p>7. Technology Integration Workshops, including Esports and Virtual/Augmented Reality</p> <p>8. Conference Attendance Districtwide</p> <p>9. Alludo - self-selected Professional Development</p> <p>10. New Teacher PD on district initiatives and curriculum</p> <p>11. Leadership Academy and Professional Development for aspiring administrators and Classified management</p> <p>12. Jurupa Leadership Team (JLT) professional development</p> <p>13. GATE Certification</p> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG) and ESSER III.</p>			<ul style="list-style-type: none"> <li>Secondary teachers have been provided training on interim assessments. The training will provide an in-depth discussion on test administration, appropriate identification and use of accessibility tools, accessing Smarter Balanced assessment results to use formatively, and Tools for Teachers to support instruction.</li> <li>The process has begun of reviewing the instructional shifts in the new Mathematics Framework Framework and fostering collaboration to equip secondary math teachers with the strategies needed to enhance math education in our schools with our math teacher leaders.</li> <li>Provided literacy foundations professional development for reading intervention teachers and reviewed student</li> </ul>		

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				<p>progress toward reading goals.</p> <ul style="list-style-type: none"> <li>GATE certification is offered to secondary teachers to enhance skills in curriculum development and learn techniques to foster the unique talents and learning capacities of GATE students.</li> <li>The District is offering UDL training through the Katie Novak Institute.</li> </ul>		
1.3	<p><b>Professional Development and Program Accountability</b> Provide standards-aligned curriculum and high-quality classroom instruction to prepare students to graduate college and career ready through:</p> <p>Professional Development and Program Accountability staffing continue to support school improvement, training, and organization relative to in-house professional development and support for the Local Control Accountability Plan (LCAP) implementation.</p> <ol style="list-style-type: none"> <li>(1.0) Instructional Teacher on Special Assignment (TSA) for Professional Development, including summer professional growth</li> <li>(1.0) Director of Funding and Program Accountability</li> <li>(1.0) Secretary of Funding and Program Accountability</li> <li>Department materials and supplies</li> <li>Provide support to staff and teachers through expanded coordination based on</li> </ol>	Yes	Fully Implemented	Each school site determined a problem area and worked with leadership teams to determine the root causes. This work informed the needs assessment as part of the school planning process. Each school site completed the School Accountability Report Card (SARC). In addition, the TSA for Professional Development has been supporting In-House GATE Certification to enhance skills in curriculum development and learn techniques to foster the unique talents and learning capacities of GATE students. National Board support is needed to familiarize the teachers and school counselors with the Architecture for Accomplished teaching, the four components of certification, and creating	\$638,693.00	\$197,435.77

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	LCAP changing staff development needs, analysis of student outcomes, and changing funding conditions, including Data Dashboard analysis, educational partner engagement, and program monitoring needs for Differentiated Assistance, Comprehensive Support and Improvement (CSI), and Additional Comprehensive Support and Improvement (ATSI) in a Continuous Improvement process; training to provide internal capacity for districtwide PD.			structures for collaboration and support for their National Board work. Facilitating GATE Coordinators, specifically exploring demographic data on our students in the GATE program study research on giftedness in underrepresented populations and training GATE Coordinators on the NNAT3 testing process. Lastly, parent engagement and enrichment opportunities will be identified.		
1.4	<p><b>Standards Aligned Instructional Materials</b> Provide standards-aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through:</p> <p>New Standards-aligned instructional materials through identification, purchase, and implementation support:</p> <ol style="list-style-type: none"> <li>1. K-8 STEM/STEAM and general education instructional materials</li> <li>2. Replacement materials for K-8 NGSS</li> <li>3. Instructional materials replacement, needed consumables, and notebook costs</li> <li>4. Implementation of new TK-Math III Mathematics and Social Sciences textbooks</li> </ol> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>	No	Fully Implemented	All sites provided required materials and digital access. All requested consumables provided at each grade-level for hands-on NGSS lab activities. Teacher assistance provided on an as need basis for curriculum implementation. Professional development offered to implement all new curriculum with a more robust PD for secondary math (math I-III).	\$11,280,267.00	\$11,252,264.27

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1.5	<p><b>ELA/ELD, Mathematics, and Science Supplemental Support Materials</b> Provide standards-aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through:</p> <p>ELA/ELD, Mathematics, and Science supplemental support materials, primarily aligned to site-level needs to support differentiated California State Standards support based on effective collaboration and data analysis strategies to help learner needs, including copy machines, printing, graphing computers, novels, leveled readers, manipulatives, Spanish texts, software, and informational texts</p>	Yes	Partially Implemented	Sites are providing supporting materials on an as-needed basis. The amount of supplemental materials has been reduced by adopting new instructional materials in many subject areas.	\$120,000.00	\$0
1.6	<p><b>Visual and Performing Arts (VAPA)</b> Provide standards-aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through:</p> <p>Visual and Performing Arts (VAPA) instructional planning and support:</p> <ol style="list-style-type: none"> <li>1. Pacific Avenue’s Academy of Music (PAAM) <ol style="list-style-type: none"> <li>a. (2.0) Music teachers</li> <li>b. Professional Development support</li> <li>c. Cost of Maintaining Program at Site</li> </ol> </li> <li>2. Elementary Music Program <ol style="list-style-type: none"> <li>a. (3.0) Elementary band teachers</li> <li>b. (1.0) Music teacher at Del Sol Academy</li> </ol> </li> </ol>	Yes	Fully Implemented	VAPA instructional planning and support have been provided to Pacific Avenue’s Academy of Music (PAAM) with the following staff: a. (2.0) Music teachers b. Professional Development support c. Cost of Maintaining Program at Site 2. Elementary Music Program a. (3.0) Elementary band teachers. One FTE Music teacher for Del Sol Academy and all music program supplies are purchased as needed to support early participatory playing and creativity in 3rd grade with a recorder	\$3,700,000.00	\$1,104,171.39

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	<p>c. Music program supplies d. Support early participatory playing and creativity in 3rd grade with a recorder program</p> <p>3. (1.0) Secondary string teacher 4. Musical supplies and instruments (includes additional string and repair/replacement band instruments and elementary music supplies) 5. Site-based VAPA enrichment programs and materials, including supplementary art supplies, choir and theatre support</p>			<p>program. An additional secondary string teacher along with musical supplies and instruments (includes additional string and repair/replacement band instruments and elementary music supplies). All site-based VAPA enrichment programs and materials, including supplementary art supplies and choir and theatre support, are provided as appropriate.</p>		
1.7	<p><b>Library Resources</b> Provide standards-aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through:</p> <p>Digital and Library Resources (Books and eBooks, EBSCO, World Book Online) include:</p> <p>1. Library software for management of library books, books, eBooks, textbooks, and devices through Follett Destiny and Resource Manager 2. Library student resources, including library vending machines 3. Ebooks, library books, and resource materials</p>	Yes	Fully Implemented	<p>Book vending machines have been delivered to all schools. The media covered an official ribbon-cutting ceremony on December 13, 2023. Digital database resources continue to be used throughout the year.</p>	\$250,000.00	\$59,553.87
1.8	<p><b>1:1 Digital Gateway</b> Provide standards-aligned instructional materials and technology to increase the</p>	Yes	Partially Implemented	<p>A 9,000 CB refresh was completed for grades 6th-10th grade, except PAAM and</p>	\$1,025,477.00	\$482,603.94

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	<p>quality and rigor of core curriculum and instruction through:</p> <p>Technology access through support of the 1:1 Digital Gateway initiative and maintenance of student and staff computer equipment, access, and networking:</p> <ol style="list-style-type: none"> <li>1. Chromebooks, laptops, iPads, document cameras, digital projectors, carts, and wireless access (includes both staff and student technology)</li> <li>2. Technology support staff provided for computer management and maintenance of equipment to include (0.4) Director of Education Technology, (1) Computer Support Technician, (1) Computer Support Assistant, (1) Database Analyst, and (1) Network Specialist; additional time to develop a dashboard for CCI</li> <li>3. Software Programs including Learning Management System (LMS) Canvas; Adobe Sign, Google Met, PearDeck, EdPuzzle, ScreenCastify.</li> <li>4. Purchase Chromebook insurance for Foster Youth</li> <li>5. Expansion of the eSports program</li> <li>6. Development of report-based monitoring tools of California Dashboard indicators, including CCI, Suspension, etc.</li> <li>7. Dell Student Tech Crew implementation</li> <li>8. Develop Digital Citizenship among students</li> <li>9. Support for the transition of the data center to support technology needs</li> </ol> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>			<p>Mission Bell, receiving the 2nd-6th grade refresh cycle. Digital Citizenship lessons have been provided to all schools. Six hundred seventy-nine teachers have submitted completion of identified lessons, and 11 schools have submitted for school certification. eSports will have their winter intra-district tournament on January 19th for middle and high school teams.</p>		

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1.9	<p><b>Technology Administrative and Training Support</b> Provide standards-aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through:</p> <p>Technology administrative and training support for Digital Gateway 1:1 initiative for technology integration in classrooms and libraries</p> <ol style="list-style-type: none"> <li>1. (1.0) Coordinator of Educational Technology and (1.0) Teacher on Special Assignment</li> <li>2. Implementation of personalized PD through the Alludo platform</li> <li>3. Ongoing professional development support including, but not limited to, teacher and classified hourly and substitutes to support: <ol style="list-style-type: none"> <li>a. Summer Jam &amp; Alludo--technology professional development opportunities</li> <li>b. Software implementation including Google Meet, EdPuzzle, Go Guardian, Pear Deck, makerspaces, ScreenCastify, and Code.org</li> <li>c. Various Technology Conference attendance, i.e., Computer Using Educators (CUE), ISTE</li> </ol> </li> <li>4. Site Technology Coordinator stipends</li> <li>5. Development of technology resources to support monitoring of CCI, including A-G.</li> </ol> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG).</p>	Yes	Partially Implemented	The Education Technology Coordinator and Teacher on Special Assignment have met virtually and in person 1:1 and as a collective group with school site Technology Coordinators to support their growth in various ed-tech tools. Alludo continues to provide on-demand PD that the tech team continues to support. The Ed-Tech team will host a student media festival this year instead of Summer Jam.	\$617,560.00	\$127,654.02

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1.10	<p><b>Professional Preparation and Collaboration Time</b> Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through:</p> <p>Professional Preparation and Collaboration time for teacher planning to analyze data, design intervention support, and do lesson planning for standards implementation:</p> <ol style="list-style-type: none"> <li>1. Teacher Preparation (15 minutes) with the content and focus on supporting expanded CSS implementation, curriculum modification, and implementation of collaborative teams.</li> <li>2. Site-based collaboration time resulting in additional substitute and hourly.</li> </ol>	Yes	Fully Implemented	The Coordinator of Curriculum and Instruction has provided professional development and resources to support teachers in analyzing assessment data during Collaboration time. All teachers have received the additional 15 minutes of contract time.	\$2,910,768.00	\$788,672.50
1.11	<p><b>Teacher Induction Program</b> Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through:</p> <p>The teacher Induction program for new teachers includes instructional mentoring and a systematic approach to new teacher development.</p> <ol style="list-style-type: none"> <li>1. New Teacher support: <ol style="list-style-type: none"> <li>a. Reflective coaches</li> <li>b. Contract for induction</li> <li>c. New Teacher reception supplies</li> </ol> </li> </ol>	Yes	Fully Implemented	New CTE teachers with a Designated Subject Credential do not complete an induction program. We provide two years of coaching assistance with a veteran CTE teacher to mirror the experience in the induction program.	\$255,658.00	\$6,754.26

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	d. Mileage reimbursements e. Substitute coverage for reflective coach/candidate to observe each other and other teachers f. Colloquium materials and supplies  2. New hire incentives to promote high-quality teacher status					
1.12	<b>Reducing Class Sizes through Grade Span Adjustment</b> Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through:  Reducing class sizes through Grade Span Adjustment (GSA), specifically: 1. Maintain teachers to support allocations at 24:1 Kindergarten-Third Grade 2. Minimizing combo classes through volunteered flexibility to go over their contractual class sizes 3. Maintain middle school student-to-teacher allocations at 28:1 4. Maintain high school student-to-teacher allocations at 28:1	Yes	Fully Implemented	Maintained reduced class sizes through grade span adjustment student-to-teacher allocations lower than the collective bargaining agreement.	\$15,409,425.00	\$3,641,760.00
1.13	<b>Elementary Support Teachers</b> Provide a variety of elementary student learning support systems, including early literacy and multi-tiered intervention for all students through:  Elementary Support Teachers provide systematic support in the early literacy	Yes	Fully Implemented	Schedules are collected to identify small group support times for students in targeted grades/ classrooms.	\$5,791,572.00	\$1,575,405.11

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	<p>foundational skills through the delivery of the Multi-Tiered System of Supports (MTSS):</p> <ul style="list-style-type: none"> <li>• One Math Support Teacher at all elementary sites and Del Sol Academy</li> <li>• One Literacy Support Teacher at all elementary sites and Del Sol Academy, plus 16 additional Literacy Support Teachers providing push-in classroom-based intensive academic support.</li> </ul>					
1.14	<p><b>Elementary Intervention and Prevention Software</b> Provide a variety of elementary student learning support systems, including early literacy and multi-tiered intervention for all students through:</p> <p>Elementary Intervention and Prevention software licenses and professional development expanded to include:</p> <ol style="list-style-type: none"> <li>1. Software Licenses: <ol style="list-style-type: none"> <li>a. Reading and Math diagnostic program, including Map Accelerator</li> <li>b. Site-level Licenses including, but not limited to, NewsELA, Lexia, Renaissance Learning, MobyMax, Learning A-Z, Flocabulary, and SeeSaw)</li> </ol> </li> <li>2. Professional Development for academic intervention</li> </ol> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures,</p>	Yes	Fully Implemented	Contracts for Intervention and Prevention Software licenses have been finalized for NWEA, Map Accelerator, NewsELA, Learning A-Z, and See Saw. Voluntary professional development has been made available.	\$200,000.00	\$659,354.38

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	including Elementary and Secondary School Emergency Relief (ESSER III) and Educator Effectiveness Block Grant (EEBG).					
1.15	<p><b>Literacy Planning and Professional Development</b> Provide a variety of elementary student learning support systems, including early literacy, number sense, and multi-tiered intervention for all students through:</p> <p>Literacy and mathematical practices planning and professional development to support foundational skills and number sense through data review, first best instruction, guided reading, and literacy interventions; includes Northwest Evaluation Association (NWEA) assessments (Grades K-6) and will include software and resources; includes</p> <ol style="list-style-type: none"> <li>1. Teacher Professional development: <ol style="list-style-type: none"> <li>a. Release time for literacy and mathematics PD for K-6 teachers to support reading and math diagnostic programs, continued development of resources, data analysis for flexible groupings, and site-level planning.</li> <li>b. Intervention teacher support training</li> <li>c. Early Literacy and Math Support teachers to provide site support at all 17 elementary sites (K-6) based on student need</li> </ol> </li> <li>2. Phonics and on-level readers printing along with Teacher Guided Reading Resource books</li> <li>3. Mathematics Resource Books and materials</li> </ol>	Yes	Partially Implemented	Required professional development has been provided for all teachers in grades Tk-3 in Mathematics. Release time has not been instituted across all school sites, but as needed, to support the administration of reading and math diagnostics, data analysis, and planning. Literacy and math support teachers are in place at all elementary sites and actively support student needs as measured by daily schedules and groups. Decodable readers to support Guided Reading has been printed at the district level and made available to all teachers in K-3. Mathematics resource books have not been provided, but online materials and resources have been provided to those attending Math PD.	\$194,325.00	\$58,136.80

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<p><b>1.16</b></p>	<p><b>Elementary Extended Day Opportunities</b> Provide a variety of elementary student learning support systems, including early literacy and multi-tiered intervention for all students through:</p> <p>Extended Day Opportunities (ELO) programs at the site level for all elementary schools; manage and monitor the Think Together program (K-8) with a focus on College and Career Readiness, including activities and trips to local colleges and universities.</p> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG), Expanded Learning Opportunites Grant (ELOG), and Expanded Learning Opportunity Program (ELOP).</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>All students can participate in ELOP after-school programs from TK to 8th grade. Families can choose club activities that meet on designated days or enroll students in the Think Together daily program offered each day to complete a 9-hour school day for students. Students are provided food and enrichment activities. This year, high-dosage tutoring was also offered at sites to fund teachers who chose to tutor during after-school hours. Several community-based vendors are contracted to support the interest and variety of learning experiences, including art, dance, recreational sports, cooking, STEM, and music. Additionally, all students are welcome to participate in the 100-mile club, a year-long fitness running program.</p>	<p>\$9,315,000.00</p>	<p>\$2,625,048.86</p>
<p><b>1.17</b></p>	<p><b>Parent and Early Child Development Center</b></p>	<p>No</p>	<p>Fully Implemented</p>	<p>Over 150 families have received or are receiving home visitation services. Our team utilizes the Parents as</p>	<p>\$1,092,734.00</p>	<p>\$372,978.68</p>

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	<p>Parent and Early Child Development Center will support early childhood development.</p> <p>Outside grant funding provides:</p> <ol style="list-style-type: none"> <li>1. (1.0) Social Worker (MSW) with a focus on the well-being of families and children by managing programs, conducting home visits and supporting families with children 0-5 who need referral and assistance in removing barriers to development and learning</li> <li>2. (1.0) Behavioral Health Therapist to support mental health services for children 0-5, parental support, mental health consultation, individualized parenting support, group support, and home visitation program monitoring.</li> <li>3. (1.0) Parent Engagement Coordinator to monitor and supervise home visitation programs</li> <li>4. (2.0) Assistant Parent Engagement Coordinators to support home visiting programs.</li> <li>5. (4.0) Outreach Worker provides pre-support for 0-4, home visitation, case management, and mental health referrals. Also, support Parent/Child interactive classes for children ages 0-4.</li> <li>6. (1.0) Secretary Account / Clerk to provide fiscal oversight of home visitation grant programs and revenue streams.</li> </ol> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG).</p>			<p>Teachers Evidence-Based Program, and visits are tracked via an electronic database. Annual progress monitoring is conducted as a Parent's as Teachers affiliate, and visits and progress are monitored by our grant funder, First 5 Riverside, and the Department of Social Services. Our social worker monitors parent needs assessments and supports case management for our community and our Behavioral Health Peer Specialists at all our comprehensive secondary schools. Student Q system is used to add case notes with over 2,500 entries by mid-year.</p>		

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1.18	<p><b>Elementary Library, Textbook, and Resource Management</b> Provide a variety of elementary student learning support systems, including early literacy and multi-tiered intervention for all students through:</p> <p>Library, textbook, and resource management at each elementary site to provide students and parents access and outreach to library resources and learning spaces with the expansion of maker spaces, Chromebook management, and deployment, digital tool training, integrating literature-inspire maker activities:</p> <ol style="list-style-type: none"> <li>1. (16.0) Elementary Media Center Clerks (EMCCs) at each elementary site, with additional TCT library support at each school site</li> <li>2. Supplemental library management at the beginning or end of the school year – four days</li> <li>3. Follett Software for Destiny management and Books, eBooks, and research resources, as well as computer management</li> <li>4. Expand Makerspace materials, library design, and meeting supplies</li> <li>5. CSLA Conference Attendance</li> <li>6. Makerspace Seminar Attendance</li> </ol> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>	Yes	Fully Implemented	Literacy Without Limits has also been embedded into students' library experience throughout the year. Mystery Readers have visited several schools with more scheduled classes for the second semester of the school year. EMCCs have implemented thematic literacy-inspired making activities in the library for class weekly and biweekly visits to the library. The library staff continues developing engaging activities through professional development meetings and workshops.	\$1,444,102.00	\$906,830.34
1.19	<p><b>Elementary Inclusive Practices</b> Provide a variety of elementary student learning support systems, including early</p>	No	Partially Implemented	We currently do not have a consistent multi-tiered elementary student learning	\$25,000.00	\$1,565.01

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	<p>literacy and multi-tiered intervention for all students through:</p> <p>Inclusive academic practices to support and provide access to core instruction in the least Restrictive Environment (LRE) as part of a Multi-Tiered System of Support (MTSS)</p> <ol style="list-style-type: none"> <li>1. Increased inclusion expectations defined at all sites with planning for implementation of MTSS framework and refinement of SST process.</li> <li>2. Training paraprofessionals on guided reading, differentiation strategies, and behavior intervention training.</li> <li>3. Partners for Inclusive Education (PIE)</li> </ol>			<p>support system at all sites. We have increased inclusion expectations and are still in the planning stages for MTSS. We did add six more pilot schools for Beyond SST now has 12 pilot schools. We have provided training for behavior interventions for paraprofessionals. Our Partners for Inclusive Education (PIE) has continued to meet and are working on a definition for Inclusion for Jurupa.</p>		
1.20	<p><b>AVID Elementary</b> Provide a variety of elementary student learning support systems, including early literacy and multi-tiered intervention for all students through:</p> <p>AVID Elementary is provided at all elementary sites as a college readiness option to prepare students for secondary and post-secondary academic success</p> <ol style="list-style-type: none"> <li>1. Staff development provided for all elementary and K-8 sites</li> <li>2. AVID annual fee and professional development (SI and Path training)</li> <li>3. AVID coaching services</li> <li>4. AVID materials and supplies</li> </ol> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including the Educator Effectiveness Block Grant (EEBG).</p>	Yes	Fully Implemented	<p>All elementary sites leverage AVID Elementary to support high-quality instruction and students' exploration and preparedness for college and their careers. The principal and a team of teachers attend multi-day professional development every other summer. The ARC Coach for Jurupa meets regularly with every principal and helps support the site's professional development plans/needs. All elementary students use an AVID calendar or planner and are provided with consumable supplies to support learning and help students regularly engage in texts.</p>	\$403,734.00	\$333,336.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.21	<p><b>Secondary Intervention Teachers</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>1. Secondary Intervention Teachers provide ELA, ELD, and math intervention support</p> <p>a. 3.2 FTEs at each high school with an additional .4 at each high school and an additional 1.0 at NVHS (concentration grant funded)</p> <p>b. 2.0 FTEs at each middle school</p> <p>2. Counseling staff to ensure low-performing students experiencing homelessness, foster youth, and students with disabilities are placed appropriately in intervention settings.</p> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including the Elementary and Secondary School Emergency Relief (ESSER III) and the Expanded Learning Opportunity Grant (ELOG).</p>	Yes	Fully Implemented	Support systems have provided targeted support and enhanced intervention efforts. Furthermore, counseling staff have provided personalized support for students experiencing homelessness, foster youth, and SWD. This comprehensive approach has led to increased student engagement and improved learning outcomes.	\$2,475,269.00	\$777,066.96
1.22	<p><b>Secondary Intervention, Prevention, and Course Access</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p>	Yes	Fully Implemented	As of November 2023, 25% of students have met their Lexile growth. In our new core with support classes, 41% of students have met their Lexile growth. Provided literacy foundations professional	\$509,000.00	\$300,055.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Secondary Intervention, Prevention, and Course Access software licenses and professional development expanded to include:</p> <ol style="list-style-type: none"> <li>1. Software Licenses including, but not limited to:               <ol style="list-style-type: none"> <li>a. Read 180/System 44 Universal Licenses (Cloud-based support 7-12)</li> <li>b. Paper.co online tutoring support</li> <li>c. Online learning software, such as Odysseyware (7-12)</li> <li>d. Turnitin (9-12)</li> <li>e. ALEKS (6-12)</li> </ol> </li> <li>2. Professional Development for Read 180/System 44, ERWC, MRWC, and ALEKS</li> </ol>			development for reading intervention teachers and reviewed student progress toward reading goals.		
1.23	<p><b>Secondary Extended Day Opportunities (ELO)</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Develop and increase Extended Day Opportunities (ELO) programs at the site level for all secondary schools; summer school at high schools reflecting increased credit recovery and expanded course offerings; manage and monitor the Think Together program (7-8)</p> <ol style="list-style-type: none"> <li>1. Teacher hourly and period coverage (site-level ELO)</li> <li>2. High school summer school</li> <li>3. Summer school Bridge program for 8th graders</li> <li>4. Late bus runs for schools</li> <li>5. Counseling staff will ensure students experiencing homelessness, foster youth, and students with disabilities are placed appropriately</li> </ol>	Yes	Fully Implemented	Fifteen thousand thirty-five credits were earned in high school summer school 2023. Summer school continues to be a need as 27.94% of students are currently not on track to graduate.	\$861,403.00	\$722,756.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG) and the Expanded Learning Opportunities Grant (ELOG).</p>					
1.24	<p><b>College Career Indicators: A-G, AP, and CTE</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>CCI access and attainment, monitoring, and support:</p> <ol style="list-style-type: none"> <li>1. (1.0) Director of College and Career Readiness (CCR)</li> <li>2. (4.0) Assistant Principals at High Schools; (3.0) Counselors and an additional counselor at Patriot High</li> <li>3. Professional Development support for Guidance Coordinators and counselors with RCOE support and regular district guidance meetings</li> <li>4. Site Administrators, counselors, and teacher leaders involved in CCI audit and promotion - District and site level action plans responsive to subgroup data needs.</li> <li>5. Professional Development for guidance staff on elements of CCI and benefits</li> <li>6. Development of additional a-g courses</li> <li>7. Continue to support extra counselors at the high school level to focus on academic counseling</li> <li>8. Extended support for middle school and high school transition to promote CCI</li> <li>9. Teacher Professional Development on CCI indicators</li> </ol>	Yes	Fully Implemented	<p>LCAP funding was used to provide all the positions outlined in the plan. For the Class of 2023, JUSD had a CCI proficient rate of 43.9%, JVHS at 47.9%, NVHS at 2.7%, PHS at 62.0%, and RHS at 51.8%. All of these show growth from the estimated CCI data for the Class of 2022 (which was not included in the CA School Dashboard). Middle School and High School counselors/guidance coordinators attend four district-led professional development days, along with two days of professional development provided by RCOE, and they also participate in counselor-specific professional development from other agencies such as the UC or CSU. One counselor was available to support students at each comprehensive high school over a 5-week period last summer. In addition to one district counselor dedicated to supporting</p>	\$3,822,995.00	\$1,853,574.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>10. Pay members of the Academic Counseling team to work summer hours at Parent Center and clerical support at each high school to support student registration during summer.</p> <p>11. Guidance Coordinators to ensure students experiencing homelessness, foster youth, and students with disabilities transcripts are reviewed, and students are being prepared for college and career aspirations.</p> <p>12. One Spanish Teacher at each middle school to support A-G attainment.</p> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Career Technical Education Incentive Grant (CTEIG) and A-G Improvement Grant.</p>			special populations, all guidance team members work with these students and use subgroup data to inform their action plans.		
1.25	<p><b>Advanced Placement</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>AP Course Offerings (staffing, testing, training institutes, and supplies), with added courses and AP course support for English Learners that offer college-level curricula and examinations to our high school students</p> <ol style="list-style-type: none"> <li>1. New and Replacement AP textbook materials</li> <li>2. Summer AP Training institutes</li> <li>3. AP Student Testing Fees</li> <li>4. AP Capstone Program at PHS and RHS</li> </ol>	Yes	Fully Implemented	While our AP course offerings remain high, our 2023 pass rates remain low at 43.60%. Students continue to thrive in dual enrollment. 81.30% of students in 2022-2023 earned a C or higher. (reference: <a href="https://docs.google.com/spreadsheets/d/1YHMG-aVE3KOLpzh5azYadKS83F_tHQKx4H_LexMD-Q/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1YHMG-aVE3KOLpzh5azYadKS83F_tHQKx4H_LexMD-Q/edit?usp=sharing</a> )	\$397,506.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>5. Support for student and faculty participation in AP Readiness Program</p> <p>6. Use of AP potential from PSAT to identify and recruit students for AP</p>					
<p><b>1.26</b></p>	<p><b>Middle School Counselors</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Counselors (1.0) at three middle schools and Del Sol Academy with a focus on college and career readiness and intervention support</p> <ol style="list-style-type: none"> <li>1. (4.0) Counselors</li> <li>2. (1.0) additional Counselor at JMS to support a lower counselor-to-student ratio (Note: Modification to ensure Homeless, Foster, and Student with Disabilities transcripts are reviewed and students are being prepared for college and career aspirations)</li> </ol>	<p>Yes</p>	<p>Fully Implemented</p>	<p>LCAP funding was used to provide all the positions outlined in this action. They attended the same counselor professional development outlined for College Career Indicator and met as a subgroup this year to revise the mandatory guidance curriculum for all middle school students.</p>	<p>\$731,141.00</p>	<p>\$521,689.27</p>
<p><b>1.27</b></p>	<p><b>Career Technical Education (CTE)</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Career Technical Education (CTE) will support up to 11 Industry sectors with 26 pathways.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>JUSD offers 27 pathways in 11 industry sectors this year, with 18 districts and 9 RCOE teachers. Two of these pathways started offering only the concentrator course last year and have expanded to full pathways this year. The Class of 2023 had an overall CTE completion rate of 36.4%, with a 32.6% rate at</p>	<p>\$1,919,808.00</p>	<p>\$106,141.58</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ol style="list-style-type: none"> <li>1. CTE Pathway teachers with release time</li> <li>2. ROP contract (9 teachers)</li> <li>3. Ongoing equipment and instructional supplies</li> <li>4. Professional Development support and release time, including RCOE contract teachers, continue as needed</li> <li>5. Release time to work on a-g and articulation submissions</li> <li>6. Continue to work with Adult School and PSE partners to strengthen the K-16 pipeline for CTE</li> <li>7. Continue CTE dual enrollment at JVHS</li> <li>8. CTE Coordinator to strengthen K-16 pipeline for CTE</li> <li>9. Support recent CTE additions and pathways</li> <li>10. Expand CTE Dual Enrollment offerings to all campuses</li> <li>11. Provide access to CTE dual enrollment on RCC and Norco College campuses</li> </ol> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Career Technical Education Incentive Grant (CTEIG) and A-G Improvement Grant.</p>			<p>JVHS, 6.3% at NVHS, 49.6% at PHS, and 51.5% at RHS. This represents gains at all levels from the Class of 2022. CTE teachers attend four in-district professional development days, which include time with our Adult School, college, and industry partners. We continue to invest in equipment and supplies to align with industry standards (primarily grant-funded). We submitted five additional CTE courses for a-g credit and three additional courses for articulated college credit. Students at all high schools are taking college CTE courses in digital imaging, HVAC, and welding.</p>		
1.28	<p><b>Career Center</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p>	Yes	Fully Implemented	<p>LCAP funding was used to provide all the positions outlined in the plan. Career Center staff work closely with their peers across the district and site guidance teams to provide required guidance</p>	\$318,955.00	\$94,795.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Career Center staff fully integrated into the Guidance Team model at comprehensive high schools to support students' career and college exploration and planning.</p> <ol style="list-style-type: none"> <li>1. (3.0) College and Career Counselors</li> <li>2. (4.0) Career Center Clerks (CCC)</li> <li>3. (1.0) Half-Time Adult Ed</li> <li>4. Release and hourly for Career Center staff and CCGI Leadership team to prepare for College and Career Kick-Off day, FAFSA/CADAA workshops, parent workshops, and college decision day events</li> <li>5. Expanded Professional Development to support the needs of students during and post-pandemic, including services for targeted subgroups.</li> <li>6. Support middle school and high school transition efforts and high school to post-secondary education transition efforts</li> <li>7. CCGI Contract, which includes full use of Californiacolleges.edu and reports tracking to support easy a-g course monitoring</li> <li>8. Career Center staff will review students experiencing homelessness, foster youth, and students with disabilities' needs to support in preparation for college and career aspirations.</li> </ol>			<p>lessons, support seniors during and beyond the school day with college and financial aid applications, and work with students from special populations. Career Center staff attend the same professional development as our academic counselors. Career Center staff has been instrumental in growing our Dual Enrollment programs. Last year, we had 1,294 dual enrollments with an 81.8% success rate compared with 909 enrollments in 2021-2022 and just 662 enrollments in 2018-2019. note: CCGI no longer charges for their services.</p>		
1.29	<p><b>Secondary Library, Textbook, and Resource Management</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p>	Yes	Fully Implemented	Literacy Without Limits has also been embedded into students' library experience throughout the year. Library Technicians have implemented thematic literacy-inspired making activities in the library for	\$653,412.00	\$206,330.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Textbook and Library management at the secondary level to provide students and parents access and outreach to library resources and learning spaces.</p> <ol style="list-style-type: none"> <li>1. (7.0) Library Technicians (LTs) one at each middle and high school, with additional TCT library support at each school site</li> <li>2. (1.0) Elementary Media Center Clerk (EMCC) at NVHS</li> <li>3. Learning Center Library support</li> <li>4. Maker Spaces materials, library design, and meeting supplies</li> <li>5. Management of textbook digital subscriptions and resources on publisher platforms.</li> </ol> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>			<p>students to participate in during lunch. The library staff continues developing engaging activities through professional development meetings and workshops.</p>		
1.30	<p><b>Secondary Inclusive Practices</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Inclusive academic practices to support and provide access to core instruction in the least Restrictive Environment (LRE) as part of a Multi-Tiered System of Support (MTSS)</p> <ol style="list-style-type: none"> <li>1. Inclusion model at all secondary sites with a quarterly analysis of implementation data.</li> <li>2. Current Instructional aides with education specialists will reinforce</li> </ol>	No	Partially Implemented	<p>We do offer a variety of secondary student learning opportunities, including intervention. We do not have a district-wide MTSS system in place. We have an Inclusion model options for students. We have Instructional aides and education specialists who support students in an inclusive setting. We are continuing to refine our SST process by using Beyond SST. We have a Partners for Inclusive Education (PIE) Committee meeting regularly.</p>	\$25,000.00	\$109.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instruction aligned to IEP goals in an inclusive setting</p> <p>3. Continued implementation of the MTSS framework with inclusive practices and refinement of the SST process.</p> <p>4. Partners for Inclusive Education (PIE)</p>					
1.31	<p><b>AVID Secondary</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>AVID Secondary is provided to all secondary sites as a college readiness option to prepare students for post-secondary academic success (HS \$32,215; MS \$17,250; Del Sol \$12,000).</p> <p>1. AVID Teacher on Special Assignment (TSA) 2. AVID tutors 3. AVID annual registration fee, college visits, and summer professional development 4. AVID support materials 5. College Tour Trips</p>	Yes	Fully Implemented	AVID Secondary operates at all of our Middle Schools and Comprehensive High Schools. We currently have 367 middle school students and 830 high school students enrolled in AVID. Most of our sites hold tutorials twice a week at the recommended tutor staffing of 1:7. Each grade level takes two college tours each year.	\$371,058.00	\$145,133.39
1.32	<p><b>Adult Education</b> Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>The Adult Education program supports students 18 years and over to pursue their High School Equivalency certificate or</p>	No	Fully Implemented	Program offerings are rigorous and relevant, utilizing California adult education state standards. English as a Second Language (ESL), Adult Secondary Education (ASE), and Career Technical Education (CTE) are tailored to meet the needs of the	\$1,265,106.00	\$334,202.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>High School Diploma, develop their English proficiency through English as a Second Language (ESL) and conversation classes, and engage in US Citizenship preparation. Adult Education will continue to explore and expand online and hybrid course offerings as these have been very popular for many working adults.</p> <p>1) Continue to provide CTE classes that include welding, security guard, phlebotomy, medical assistant, pharmacy technician, and certification classes for Microsoft Office application software.</p>			<p>students, community, and workforce.</p> <p>Comprehensive Adult Student Assessment System (CASAS) testing is a state-mandated requirement for Jurupa Adult School (JAS) programs. Test results demonstrate student progress and learning gains. Students test multiple times throughout the year to demonstrate mastery of competencies, and the learning gains are directly linked to the federal funding formula allocation. Students have demonstrated a 10% increase in learning gains, increasing funding allocation.</p> <p>Riverside Community College (RCC) provides a college advisor on the Jurupa Adult School (JAS) campus weekly. JAS has regularly scheduled staff and department-specific meetings to review curriculum, collaborate, review data, and share best practices.</p> <p>JAS offers CTE programs that lead to employment and include externship opportunities to provide students with on-the-job training.</p> <p>JAS' high school diploma program offers in-person and online options with access to take-home Chromebooks and hotspots.</p> <p>CTE teachers provide real-world, industry-standard instruction, leading to gainful employment upon completing theoretical and practical class components. Classroom</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>environments closely resemble current workplace settings. Students are given up-to-date technology for use while in the program.</p> <p>Numerous English Language (EL) supports are provided for high school diploma, CTE, and ESL students. (one-on-one tutors/in-class teacher support/teacher-directed content-specific classes)</p> <p>Access to English Language Development software, Burlington English, for students to allow for practice and additional support outside of school time.</p> <p>Utilize CASAS competency reports to target instruction to improve learning gains for ESL and HSD students.</p> <p>Presentations and student testimonials are used during school-wide assemblies and on social media platforms to motivate students to continue their education.</p> <p>Teachers and staff collaborate regularly with consortium partners to improve instructional skills and to develop adult-centered instructional strategies.</p> <p>Provide both in-person and online opportunities for ESL and CTE programs to provide access to all students.</p> <p>Programs are offered in the morning, afternoon, evening, and weekend to meet the needs of the students.</p>		
1.33	<b>Secondary Academic Support Programs</b>	Yes	Fully Implemented	Last year, we had 1,294 dual enrollments with an 81.8%	\$156,278.00	\$76,723.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Secondary academic support programs</p> <ol style="list-style-type: none"> <li>1. Rubidoux Early College High School (RECHS) Program</li> <li>2. College and Career Access Pathways (CCAP) Dual Enrollment Program with RCCD</li> <li>3. CCAP will expand to include more academic and CTE classes at each campus and with classes during Summer School</li> <li>4. Expand the dual enrollment program so students can take CTE courses on RCC and Norco College campuses.</li> </ol> <p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including the Elementary and Secondary School Emergency Relief (ESSER III) and A-G Improvement Grant.</p>			<p>success rate compared with 909 enrollments in 2021-2022 and just 662 enrollments in 2018-2019. RECHS's overall enrollments last year were 279, and CCAP's were 1,015. This enrollment increase has brought additional college courses and sections to JUSD students. Summer 2023 was the first time Dual Enrollment classes were available at all four high schools. We continue to see increases in enrollment for our CTE classes at RCC but have not been able to offer a CTE class on the Norco campus (we have a Norco CTE class that meets at Jurupa Valley.)</p>		
1.34	<p><b>Foster Youth Support Services</b></p> <p>Provide a variety of secondary student learning support systems, including multi-tiered intervention and career technical opportunities for students through:</p> <p>Foster Youth (FY) Support Services:</p> <ol style="list-style-type: none"> <li>1. Transcript and credit review each semester</li> <li>2. FY assigned a counselor to focus on trends and best practices</li> </ol>	Yes	Fully Implemented	<p>Academic counselors at the high school and the CCR Director review FY transcripts and credits each semester. Counselors meet regularly with FY to inform them of services and available support and to monitor their social-emotional well-being.</p>	\$55,938.00	\$12,783.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>3. 100% FY transcript and course placement reviewed by district CCR director</p> <p>4. Academic Counselor (AC) will meet with each FY to inform of academic support, i.e., tutoring, digital content, monitoring of grades</p> <p>5. AB216 student schedule checks to ensure appropriate placement</p> <p>6. Prioritize placing FY in district-provided tutoring opportunities</p> <p>7. Professional Development for Counselors, Teachers, and Office staff on FY supports embedding trauma-informed practices.</p>					
1.35	<p><b>English Learner Services</b> Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through:</p> <p>English Learner services and other student learning support systems are provided through EL classroom instructional support and coaching on the new ELD framework, ELPAC implementation, early literacy, and support for integrated and designated ELD.</p> <p>1. (3.0) English Learner (EL) Teachers on Special Assignment (TSAs) 2. (3.0) Language Proficiency Evaluators 3. (1.0) Director of Language Support 4. (1.0) Secretary and (1.0) Clerk 5. Teacher and Bilingual Language Tutor (BLT) support for the administration of ELPAC 6. EL Support Materials—resource materials, printing, training materials</p>	Yes	Fully Implemented	All PD training offered through the Department of Multilingual Education is specific to improving the education of English learners by ensuring access to ELD and core subject curriculum. QTEL Training is being provided at various schools to assist teachers with high-quality classroom instruction. Additionally, QTEL coaching assists teachers in refining their lessons by planning lessons together, focusing on standards being addressed, and addressing the specific levels/needs of students in those classes. QTEL training supports teachers in providing meaningful instruction to all English learners, including newcomers and long-term English learners.	\$2,478,971.00	\$898,717.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>7. GLAD academic language acquisition and literacy professional development</p> <p>8. Quality Teaching of English Learners (QTEL) professional development</p> <p>9. Professional Development specific to ELD (Elementary) and LTELs (Secondary).</p> <p>10. Support programs for LTELS and Newcomers</p> <p>11. Professional Development for ELA/ELD teachers to target support for LTELs</p> <p>12. Provide ELLevation software and professional development to support English Language Learners</p> <p>13. Certification of in-house GLAD trainers</p> <p>14. Provide training opportunities for parents, including CAFE conference</p> <p>15. Students are provided language acquisition programs including daily designated ELD based on ELD standards in a Structured English Immersion (SEI), integrated ELD utilizing core academic standards in tandem with ELD standards in an English Language Mainstream (ELM) and providing opportunities to participate in a Dual-Language Immersion Program (see Action 38).</p>			<p>In addition to QTEL, we offer GLAD training to interested teachers yearly. We have trained staff who can provide the training and support those teachers who may need it. We implement the TELP (Teacher Evaluation of English Proficiency) to evaluate our students' English language learning. The TELP is an evaluation wholly based on the ELD standards. Elementary teachers complete the evaluation three times a year, and secondary teachers complete it two times a year.</p>		
1.36	<p><b>English Learner Facilitators</b> Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through:</p> <p>EL Facilitators will continue to assist with placement and monitoring of EL student progress, monitor RFEP students, and PD for staff with improved access through</p>	Yes	Fully Implemented	<p>English learner facilitators play an essential support role. They receive professional development to ensure they can support their colleagues at their schools. ELF's are receiving professional development on the EL Roadmap and on best practices to serve newcomers and LTELs. They also receive</p>	\$24,136.00	\$9,073.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Teacher Evaluation of Language Proficiency (TELP):</p> <ol style="list-style-type: none"> <li>1. Teacher Stipends and hourly</li> <li>2. Expand GLAD and ELD strategies</li> <li>3. Provide professional development and support for ELlevation software</li> </ol>			<p>professional development on the Ellevation platform, which supports teachers in giving students access to the core curriculum and English language development.</p>		
<p><b>1.37</b></p>	<p><b>Bilingual Language Tutors</b> Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through:</p> <p>Bilingual Language Tutors (BLTs) will continue to provide increased primary intervention and language support in core subject areas across all grade levels.</p> <ol style="list-style-type: none"> <li>1. (33.75 FTE) Bilingual Language Tutors with a focus on supporting Level 1 &amp; Level 2 English Language Learners. Additional support by BLT will be provided during extended learning opportunities as well.</li> </ol>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Bilingual Language Tutors receive professional development on best practices for English learners. Some of their training is on access to the curriculum through QTEL strategies and small group work. They have also received PD on the EL Roadmap and the English language development standards.</p>	<p>\$2,140,079.00</p>	<p>\$401,214.28</p>
<p><b>1.38</b></p>	<p><b>Dual-Immersion</b> Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through:</p> <p>Dual Immersion (DI) Program support continues and expands for English-speaking and Spanish-speaking students for second language fluency and academic achievement.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Dual language immersion (DLI) teachers are participating in QTEL training as the rest of our teachers are. In addition, they also attend meetings/trainings that are specific to the DLI program and second language acquisition. These trainings support their work in giving access to all their students as every student in</p>	<p>\$9,118,934.00</p>	<p>\$2,453,718.26</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Teacher salaries for all Dual Immersion Teachers at Sunnyslope, Stone Ave, Pedley, and West Riverside Elementary 2. (1.0) Spanish teacher at Jurupa Middle and Mira Loma Middle 3. (5.0) DI Bilingual Language Tutors 4. Program needs through summer planning and materials to support program implementation and expansion 5. Professional development for DI Teachers, including ELLevation, GLAD, ELD, translation and interpretation, and Chicano studies 6. Attend professional development conferences, including ATDLE			their classrooms is a second language learner. The Multilingual Education department brings together this group of teachers at least twice a year. DLI teachers can also participate in GLAD training and the DLI consortium.		
1.39	<b>Data Management System and Analysis</b> Provide standards-aligned assessments with data analysis and monitoring support through:  Data-Driven Decision (D3) support for the data management system and analysis services for both formative and summative assessments (includes support and expansion for the development of online assessments) 1. Formative assessment professional development 2. Data reporting links with CAASPP, ELPAC, and Dashboard disaggregated by student group and content information by school site 3. Data analytics to support the design of a data warehouse, data dashboard, and data analysis	Yes	Fully Implemented	CERS with several customizable reports is now open to all admin, not requiring specific data software from a 3rd party Presentation/directions provided to admin Ed Services provides data on IAB/FIAB.	\$25,000.00	\$971.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.40	<p><b>Assessment Annex</b> Provide standards-aligned assessments with data analysis and monitoring support through:</p> <p>Assessment Annex staff will continue to support the review, development, and distribution of district and state assessments.</p> <ol style="list-style-type: none"> <li>1. (1.0) Assessment Teacher on Special Assignment (TSA)</li> <li>2. (1.0) Secretary Account Clerk</li> <li>3. (1.0) Translator-Clerk Typist</li> <li>4. (1.0) Instructional Materials Technician</li> <li>5. Teacher and clerical hourly for summer work and committee support for formative assessments</li> <li>6. (.30) Director of Curriculum and Assessment</li> <li>7. Assessment materials – printing, scanners, copier costs, and software</li> <li>8. Support for California Alternative Assessments (CAA) for Science and Computer-Based ELPAC</li> </ol>	Yes	Partially Implemented	This is marked partial because we no longer need a BLT since the sunset of UOS. Printing packets and other supplemental material is no longer required due to the newly adopted curriculum and shift away from UOS. No scantrons or scanning is required as all testing is online. The remainder of the actions are completed. All in-depth PD for all state testing is implemented, and site testing coordinators and administrators are held accountable to meet state mandates and procedures for ELPAC, PFT, and all CAASPP assessments. C&A continues to monitor assessment tools, reporting, and certification along with required technology and website accounts.	\$537,599.00	\$249,598.76
1.41	<p><b>Student Learning Monitoring and Feedback</b> Provide standards-aligned assessments with data analysis and monitoring support through:</p> <p>Monitoring of student learning and feedback using collaborative teams:</p> <ol style="list-style-type: none"> <li>1. Teacher Substitutes for collaboration (site-level) to support monitoring and implementation of student clarity, feedback, and formative practices while building teacher expertise and collective efficacy within collaborative teams.</li> <li>2. Administrative support for instructional implementation</li> </ol>	Yes	Fully Implemented	Teachers have been provided PD on interim assessments. The training will provide an in-depth discussion on test administration, appropriate identification and use of accessibility tools, accessing Smarter Balanced assessment results to use formatively, and Tools for Teachers to support instruction. Interim assessments are one part of our student's academic wellness check.	\$165,000.00	\$29,943.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Note: Additional programs and funding sources besides the LCAP to support this action will not be included in the LCAP actions and expenditures, including Educator Effectiveness Block Grant (EEBG).</p>					
1.42	<p><b>Virtual Learning Program</b> Provide continuity of options for students to receive online synchronous and asynchronous instruction from teachers based at school sites.</p> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>	Yes	Fully Implemented	Currently, the Virtual Learning Program is offered to students 1-12th grade. During the 23-24 school year, we have not enrolled any new elementary students since the elementary virtual program won't be available for students in the 24-25 school year.	\$1,607,423.00	\$680,275.51
1.43	<p><b>Elementary Student Management</b> Provide additional student management supports at each elementary school through 11 Teachers on Special Assignment (Administrative Support) and 7 Assistant Principals.</p>	Yes	Fully Implemented	Teachers have been provided PD on interim assessments. The training will provide an in-depth discussion on test administration, appropriate identification and use of accessibility tools, accessing Smarter Balanced assessment results to use formatively, and using Tools for Teachers to support instruction. Interim assessments are one part of our student's academic wellness check.	\$3,542,790.00	\$973,429.51

## Goal 2

### Goal Description

All students will have a safe, orderly, and inviting learning environment.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2020-21 FIT Reports)	All school facility reports indicate 100% Good or Better on FIT Reports (2021-22 FIT Reports)	All school facility reports indicate 100% Good or Better on FIT Reports (2022-23 FIT Reports)	All school facility reports indicate 100% Good or Better on FIT Reports (2023-24 FIT Reports)	Serviceability of facilities with maintenance with 100% of Good or better (February, 2024 Facility Inspection Tool (FIT))
P5: School attendance rates	District 95.4% (2019-20 Student Information System (Q))	District 90.65% (January, 2022 Student Information System (Q))	District 91.19% (January 2023 Student Information System (Q))	District 92.98% (January 2024 Student Information System (Q))	District 97% (2022-23 Student Information System (Q))
P5: Chronic absenteeism rate	District: 11.7% SED: 12.58% EL: 12.38% (2019-20 CALPADS Data)	District: 15.7% SED: 17.8% EL: 19.9% FY: 25.8% HY: 38.8% SWD: 22.4% (2020-21 CALPADS Data)	District: 36.5% SED: 38.7% EL: 38.4% FY: 37.3% HY: 61.8% SWD: 45.3% (2021-22 DataQuest Data)	District: 32.1% SED: 34.4% EL: 33.0% FY: 32.2% HY: 59.4% SWD: 39.9% (2022-23 DataQuest Data)	District: 8.8% SED: 8.8% EL: 8.8% (2022-23 CALPADS Data)
P5: Middle School dropout rates	District .11% (2019-20 Data Quest)	District: .19% (2020-21 CALPADS)	District: 0.94% (2021-22 CALPADS)	District: 0.40% (2022-23 CALPADS Report 1.24)	District: .00 (2022-23 Data Quest)
P5: High school dropout rates (HS)	District 4.4% LI 4.7%	All: 5.4% EL: 11.3%	All: 5.0% EL: 11.6%	All: 5.9% EL: 13.8%	All: 3% EL: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	EL 11.2% (2019-20 Data Quest)	SED: 5.8% (2020-21 Data Quest)	SED: 5.2% (2021-22 Data Quest)	SED: 6.2% (2022-23 Data Quest Dropouts and Non-Completers)	SED: 9% (2022-23 Data Quest)
P6: Pupil suspension rate	District 2.4% LI 2.6% EL 2.4% SE 5.5% AA 10.7% (2019-20 Data Quest)  Fall 2019 Actual: District: 3.6%; LI 3.9%; EL 3.6%; SE 6.3%; AA 9.5%	District: 0.0% LI: 0.0% EL: 0.0% SE: 0.0% AA: 0.0% (2020-21 Data Quest)  District 1.82% LI 1.97% EL 1.97% SE 4.81% AA 6.67% (Fall 2021, Q SIS)	District 2.7% LI 2.9% EL 2.7% SWD 5.2% AA 7.6% (2021-22 Data Quest)	District 2.7% LI 3.0% EL 2.6% SWD 4.3% AA 4.4% (Fall 2023 California Dashboard)	District 2.0% LI 2.2% EL 2.0% SE 4.4% AA 7.9% (2022-23 Data Quest)
P6: Pupil expulsion rates	District .21% LI .24% EL .25% SE .31% AA .68% (2019-20 Data Quest)	District 0.0% LI 0.0% EL 0.0% SE 0.0% AA 0.0% (2019-20 Data Quest)  There were 22 expulsions during the 1st semester as a district. District 0.11% EL 0.3% SE 2.2% AA 0.2%	District 0.30% LI 0.30% EL 0.40% SWD 0.70% AA 0.30% (2021-22 Data Quest)	District 0.30% LI 0.30% EL 0.30% SWD 0.50% AA 0.70% (2022-23 Data Quest)	District .15% LI .19% EL .20% SE .26% AA .63% (2022-23 Data Quest)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		(Fall 2021 Student Information System (Q))			
P6: Surveys of pupils, parents, teachers on sense of safety	<p>% feeling school is moderately or very safe Parents 86.4% Students 90.1% Staff 89.8%</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school 97%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school 93%: Very safe, safe, neither unsafe or safe</p> <p>9th Grade Perceived Safety at or outside of school 98%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade Perceived Safety at or outside of school</p>	<p>Perceptions of student physical and psychological safety at school.</p> <p>58% of Grades 3-5 responded favorably (50th Percentile)</p> <p>60% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2021, PanoramaEd Survey)</p> <p>California Healthy Kids Survey was not administered in 2021-22 but will be administered in 2022-23 and will return in Year Two Outcomes.</p>	<p>Perceptions of student physical and psychological safety at school.</p> <p>59% of Grades 3-5 responded favorably (60th Percentile)</p> <p>59% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2022, PanoramaEd Survey)</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school 93%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school 83%: Very safe, safe, neither unsafe or safe</p>	<p>Perceptions of student physical and psychological safety at school.</p> <p>56% of Grades 3-5 responded favorably (60th Percentile)</p> <p>55% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2023, PanoramaEd Survey)</p> <p>California Healthy Kids Survey (CHKS) will next be administered in 2024-25.</p>	<p>% feeling school is moderately or very safe Parents 89.4% Students 93.1% Staff 92.8%</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school 100%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe</p> <p>9th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	96%: Very safe, safe, neither unsafe or safe  (April, 2021 LCAP Survey and 2021 CHKS Survey)		9th Grade Perceived Safety at or outside of school 86%: Very safe, safe, neither unsafe or safe  11th Grade Perceived Safety at or outside of school 87%: Very safe, safe, neither unsafe or safe  (2023 CHKS Survey)		Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe  (March, 2023 LCAP Survey and CHKS Survey every two years)

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Facility Improvements</b> Provide well maintained, orderly, and safe environment that will support student learning through:</p> <p>Facility improvement based on identified facility and infrastructure needs for programs specific upgrades to support 21st Century learning, CTE, mental health, wellness, and a welcoming environment above and beyond routine maintenance:</p> <ol style="list-style-type: none"> <li>1. Upgraded flooring, paving, painting, plumbing, roofing, and electrical enhancements</li> <li>2. Benches and tables</li> <li>3. Playgrounds and running tracks</li> <li>4. Gates, security cameras, and window treatments for safety and security</li> </ol> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included</p>	No	Partially Implemented	Troth Street ES and Jurupa MS are in the process of substantial modernization, which will enhance student access to 21st-century learning environments; HVAC Assessments are being conducted (50% complete) at all school sites to determine the next steps on effective repairs or replacements to enhance indoor air quality and climate comfort. PLANNED: New shade structures will be installed at nine school sites beginning December 2023 through the remainder of the school year; New playgrounds are planned at five elementary sites; Districtwide exterior cameras are in design for installation in 2024; window blinds were installed in 12	\$600,000.00	\$45,307.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).			elementary schools to improve security and safety		
2.2	<p><b>Classroom Furniture &amp; Equipment Upgrades</b> Provide well maintained, orderly, and safe environment that will support student learning through:</p> <p>Classroom furniture and equipment upgrades to meet 21st century instructional, safety, and learning needs above and beyond base classroom furniture and equipment, including:</p> <ol style="list-style-type: none"> <li>1. Security systems equipment (cameras, signage, centralized monitoring)</li> <li>2. Replacement furniture (flexible and student-centered classroom redesigns)</li> </ol> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>	No	Partially Implemented	Troth Street ES and Jurupa MS are in the process of substantial modernization, enhancing student access to 21st-century learning environments. PLANNED: Districtwide exterior cameras are being designed for installation in 2024.	\$200,000.00	\$26,360
2.3	<p><b>Supplemental Transportation</b> Provide well maintained, orderly, and safe environment that will support student learning through:</p> <p>Transportation supplemental support for home to school and (after-, before- and extended beyond the school day; intervention; continuation and secondary</p>	Yes	Fully Implemented	Transportation has provided home-to-school transportation and extended learning opportunities for students, including four hundred fifty field trips from July through December. Field trips have included college charter trips. At the welcome back in-	\$3,048,345.00	\$1,274,693.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>school activities; field trips; college visits; athletics; and additional stops based on community requests):</p> <ol style="list-style-type: none"> <li>1. Bus Drivers' salaries and overtime (field trips)</li> <li>2. Bus Drivers' training includes student safety training as well as support for drivers in how to handle student behavior through Behavior Social-Emotional Learning (SEL) training</li> <li>3. Bus repair and supplies</li> <li>4. Charter bus contracts</li> <li>5. Maintain cameras on home-to-school and special education buses to improve safety</li> </ol>			<p>service in August, drivers had safety training and learned special education strategies to best support students with social and emotional needs. Older buses in the fleet receive preventative maintenance, and bus cameras are routinely checked and inspected to ensure they are effectively operating.</p>		
2.4	<p><b>Multi-Tiered System of Supports</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <p>MTSS behavioral interventions and support implementation and site support for teaching social skills, digital citizenship, and promoting Social and Emotional Learning (SEL)</p> <ol style="list-style-type: none"> <li>1. Trauma-informed care training, Restorative Practices, and Applied Suicide Intervention (ASIST) Professional Development</li> <li>2. Teacher stipends</li> <li>3. Site-based resources for Tier I behavioral implementation, i.e., PBIS, social competence lessons, Class Dojo, and incentives</li> <li>4. Common Sense Media</li> <li>5. Social and Emotional Learning (SEL)</li> </ol>	Yes	Partially Implemented	<ul style="list-style-type: none"> <li>• The 11 cohort 1 schools have begun Tier 1 school-wide PBIS implementation. Sites started the year with kickoff lessons with students, universal language and expectations, and developed their site's behavior matrix. Schools have completed their initial Tiered Fidelity Inventory assessment. The 6 cohort 2 schools have assembled their PBIS teams and will begin</li> </ul>	\$1,004,748.00	\$361,022.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>6. Mental Health/Mentoring referrals to provide individual student support through a student assistance program</p> <p>7. Student support groups to address social skills, trauma, grief, and coping skills</p> <p>8. Classroom presentations by school mental health therapists and graduate-level interns support social and emotional learning</p> <p>9. Focus on outreach to our Homeless, Foster, and Students with Disabilities)</p> <p>10. Second Step - Social-Emotional Learning program for TK - 8</p> <p>11. Panorama Student Success Platform - support for student SEL, attendance, behavior, and academics</p> <p>12. Support Equity Audit and development of Equity Plan with Equity Committee meetings</p> <p>13. District and site-based attendance teams</p> <p>Note: There are additional program and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III), Educator Effectiveness Block Grant (EEBG), and the Expanded Learning Opportunity Grant (ELOG).</p>			<p>working with RCOE coaches during the spring of 2024.</p> <ul style="list-style-type: none"> <li>High School SEL coordinators collaboratively developed 4 Tier 1 SEL lessons for all high school students. Schools participated in lessons 1 and 2 during fall 2023 and will teach lessons 2 and 4 during spring 2024.</li> <li>PD opportunities are available for all staff to support vulnerable student populations such as homeless, foster, special education, and migrant students. Spring 2024 asynchronous PD will be offered.</li> <li>All k-8 schools use Second Step as the Tier 1 SEL support. SEL Coordinators have been trained and support their school sites.</li> </ul> <p>PD provided to SEL Coordinators and principals to support teachers and student support teams using the Panorama Student Success Platform.</p> <ul style="list-style-type: none"> <li>The Equity Audit and Plan fully implement the action plan</li> </ul>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				developed in 2023. The Equity committees have identified and recommended more refined actions to increase Belonging for identified student groups.		
2.5	<p><b>Student Youth Court and Restorative Practices</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <p>Student Youth Court implementation and Restorative Practices training and materials to expand student options for suspension and expulsion:</p> <ol style="list-style-type: none"> <li>1. Student training including California Association of Youth Court meetings and summits</li> <li>2. Case management software for student support services, i.e., sheriff and PICO interns</li> <li>3. Materials and supplies</li> <li>4. Peer Mediators at each school site</li> <li>5. Student Youth Court volunteers will receive training to serve as peer mediators at school sites</li> </ol>	Yes	Partially Implemented	SYC jurors are participating in restorative practices, empathy, and trauma-informed practices during the Saturday SYC sessions. Site-based student mentoring has not begun at the school sites. However, peer mentoring opportunities are occurring through resources outside of SYC. SYC will continue through the spring semester and expand to support bullying-related cases.	\$32,000.00	\$1,150.28
2.6	<p><b>Saturday School</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p>	Yes	Fully Implemented	Saturday School is run monthly and encourages students to attend and participate in the fun activities provided at each site.	\$272,880.00	\$32,908.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Saturday School Implementation provides attendance and chronic absenteeism support through ADA Recovery programs that provide academic achievement and student health and wellbeing</p> <ol style="list-style-type: none"> <li>1. Saturday school staffing, including para-educators</li> <li>2. Site-based resources for Saturday school, i.e., guest speakers, supplies, incentives, Chronic Absenteeism print and mailing materials</li> <li>3. Focus on reducing chronic absenteeism for students experiencing homelessness, foster youth and students with disabilities.</li> </ol>					
2.7	<p><b>Athletics Program</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <p>Athletics program additional support to build student's social-emotional and character development skills and capacity in an athletic context</p> <ol style="list-style-type: none"> <li>1. High School Athletic budgets for events, security, buses, uniforms, trainers, and athletic supplies (3 @ \$110,000)</li> <li>2. Helmet and shoulder pad replacement</li> <li>3. Intramural sports support</li> <li>4. Athletic uniform replacement cycle</li> <li>5. (.40) for athletic directors at three high schools</li> <li>6. (16) assistant coaching positions per high school</li> <li>7. 100 Mile Club activity supervisors</li> <li>8. Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities</li> </ol>	Yes	Partially Implemented	Installation of new lights at the Patriot High School athletic field to support direct access to the field for after-school/evening practices and games for PHS students will be completed in January 2024. Participation in extracurricular activities has increased in 23-24.	\$1,878,338.00	\$718,907.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	<p><b>School &amp; Student Safety</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <p>School Safety Plans address crime statistics and methods for improving the safety of students, staff, and the school community. An annual meeting with local first responders and Safety Coordinators from each school site to develop a comprehensive plan for emergency response, threat assessments, and supplemental emergency supplies. Safety support for a single point of entry includes Raptor visitor management system implemented at each school to instantly screen every visitor. Additional staffing to support safe school campuses includes activity and campus supervisors, as well as crossing guards, who monitor and provide students with a safe learning environment and correct and re-direct student behaviors</p> <ol style="list-style-type: none"> <li>1. School Resource Officers will serve as a member of the site-based attendance teams to specifically provide support for Foster Youth to improve school attendance and reduce chronic absenteeism, such as through home visits and wellness checks.</li> <li>2. Activity supervisor and Crossing guard allocations at sites, with an additional Campus Supervisor and Activity Supervisor at Del Sol Academy.</li> <li>3. Emergency supplies provided based on site-based needs (includes safety backpacks, Interquest Detection Canines, district safety plans shared and developed</li> </ol>	Yes	Fully Implemented	<p>FULLY IMPLEMENTED: An annual meeting with first responders and Safety Coordinators was held.</p> <p>PARTIALLY IMPLEMENTED: School Safety Plans, including new legislation specific to School Safety Plans that became effective January 1, 2024, are being developed by all school sites. FULLY IMPLEMENTED: New districtwide site maps were developed and will be provided to sites and first responders for navigation during emergencies.</p> <p>PARTIALLY IMPLEMENTED: New Rapid Emergency Response pull stations for police, and medical emergencies are being installed at all district sites beginning December 2023 through early 2024;</p> <p>PLANNED: New districtwide exterior cameras are being designed for install in 2024</p>	\$4,665,647.00	\$983,011.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in conjunction with Riverside County Sheriff's Department, Jurupa Valley Station, CPI, and CPR training)</p> <ol style="list-style-type: none"> <li>4. Bus GPS system and safety cameras</li> <li>5. Raptor visitor management system with ID badge system</li> <li>6. Safety/Campus supervision training for campus and activity supervisors</li> <li>7. Contract with district's liability carrier to provide Active Shooter training to all schools and district office locations</li> <li>8. CPR/First Aid/AED training</li> <li>9. Crossing Guard Training</li> <li>10. Certificated Site Safe Coordinators training with the Sheriff's Department, Riverside County Emergency Management (EMD), and the City of Jurupa Valley CERT liaison</li> </ol>					
2.9	<p><b>Mental Health Support Services</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <p>Mental health support services support students and families through counseling and crisis intervention</p> <ol style="list-style-type: none"> <li>1. EPSDT Mental Health services are provided by licensed and associate clinicians as a contract agency of Riverside University Health System-Behavioral Health. Services include counseling, rehabilitative services, and peer support.</li> <li>2. Master Level Graduate Interns provide counseling for students and groups for students and parents.</li> <li>3. Focus on providing mental health support services to students experiencing</li> </ol>	Yes	Fully Implemented	EXYM (electronic health record) monitors all notes, services, and reimbursements. As of 1/23/24, over 414,000 minutes of services have been provided through individual counseling. We have provided over 6,000 minutes of services through "other means of correction," primarily substance use prevention groups, to reduce maladaptive coping skills, support students in identifying healthy coping skills, and open the pathway for seeking additional support services. Over 441 students are receiving individual mental health services as of 1.23.24.	\$98,998.00	\$34,890.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>homelessness, foster youth, and students with disabilities</p> <p>Note: Grant Funding supports actions and services</p>					
2.10	<p><b>Health Care Aides</b> Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:</p> <ul style="list-style-type: none"> <li>• Health Care Aides (HCAs) at every site to support parent and student referral and access to health and immunization support. Health Care Aides act as a liaison to connect the most vulnerable students and families to mental and physical health services and resources through PICO. Project HeART (Healthy and Ready to Learn) referrals and needs assessments to address student needs through PICO and an increase in community-based agency support.</li> <li>• An additional District Nurse to support Health Care Aides</li> </ul>	Yes	Fully Implemented	Each school has a 6-hour HCA to support students' health care needs. District Nurses support the HCAs.	\$2,033,361.00	\$404,857.57

### Goal 3

<b>Goal Description</b>
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## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	2021 LCAP Parent Survey: Percentage who participate in school-wide activities – All of the time 10% Most of the time 23% Sometimes 47% Never, 19% (April, 2021 LCAP Parent Survey)	Due to shift in survey platform and survey questions, the following data is informing us:  "How well do you feel like the district is currently doing in parent and community partnerships?" Extremely well: 20% Quite well: 35% Somewhat well: 31% Slightly well: 10% Not at all well: 5% (March, 2022 LCAP Parent Survey)	"How well do you feel like the district is currently doing in parent and community partnerships?" Extremely well: 20% Quite well: 27% Somewhat well: 37% Slightly well: 11% Not at all well: 4% (March, 2023 LCAP Parent Survey)	The next LCAP Parent Survey will be administered in May 2024.	Percentage who participate in school-wide activities – All of the time 13% Most of the time 26% Sometimes 51% Never, 9% (April, 2024 LCAP Parent Survey)
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2021 LCAP Parent Survey: Percentage who acknowledge opportunities for involvement in school and district decision making – 87% (April, 2021 LCAP Parent Survey)	Due to shift in survey platform and survey questions, the following data is informing us:  "How well do you feel like the district is currently doing in the area of decision making and leadership?"  Extremely well: 26% Quite well: 36%	"How well do you feel like the district is currently doing in the area of decision making and leadership?"  Extremely well: 25% Quite well: 35% Somewhat well: 25% Slightly well: 9% Not at all well: 5% (March, 2023 LCAP Parent Survey)	The next LCAP Parent Survey will be administered in May 2024.	Percentage who acknowledge opportunities for involvement in school and district decision making – 93% (April, 2024 LCAP Parent Survey)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Somewhat well: 25% Slightly well: 8% Not at all well: 6% (March, 2022 LCAP Parent Survey)			
P5: Student engagement survey	2021 LCAP Student Survey: Percentage who participate in school-wide activities – All of the time 18.3% Most of the time, 47.7% Sometimes, 32.2% Never 1.8% (April, 2021 LCAP Student Survey)	Due to shift in survey platform and survey questions, the following data is informing us:  How much students feel that they are valued members of the school community.  68% of Grades 3-5 responded favorably (80th Percentile) 42% of Grades 6-12 responded favorably. (20th Percentile)  (Fall 2021, PanoramaEd Survey)	How much students feel that they are valued members of the school community.  65% of Grades 3-5 responded favorably (70th Percentile) 40% of Grades 6-12 responded favorably. (10th Percentile)  (Fall 2022, PanoramaEd Survey)	How much students feel that they are valued members of the school community.  63% of Grades 3-5 responded favorably (70th Percentile) 35% of Grades 6-12 responded favorably. (10th Percentile)  (Fall 2023, PanoramaEd Survey)	Percentage who participate in school-wide activities – All of the time 19% Most of the time, 48% Sometimes, 33% Never 0% (April, 2024 LCAP Student Survey)
P6: Surveys of pupils, parents, teachers on sense of school connectedness	2021 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 95.57% Foster Youth: 85.11%	Due to shift in survey platform and survey questions, the following data is informing us:  "How positive or negative is the energy of the school?"	"How positive or negative is the energy of the school?" Very positive: 25% Somewhat Positive: 21% Slightly Positive: 16% Neither Positive or Negative: 20%	The next LCAP student, parent, teacher, staff survey will be administered in May 2024.	2024 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 98% Foster Youth: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>SED: 96.32% EL: 96.34%</p> <p>Welcoming to their parent Strongly Agree and Agree 92.75% Foster Youth: 88.89% SED: 93.42% EL: 93.13%</p> <p>2021 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 82%</p> <p>Welcoming environment Extremely and Moderately welcomed, 86%</p> <p>2021 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 91.6%</p> <p>Collaborative culture: 87.8%</p>	<p>Very positive: 31% Somewhat Positive: 22% Slightly Positive: 14% Neither Positive or Negative: 15% Slightly Negative: 8% Somewhat negative: 5% Very negative: 5% (March, 2022 LCAP Student Survey)</p> <p>"How well do you feel like the district is currently doing in school climate and culture?" Extremely well: 23% Quite well: 40% Somewhat well: 24% Slightly well: 7% Not at all well: 6% (March, 2022 LCAP Parent Survey)</p> <p>"Overall, how positive is the working environment at your school?" Extremely positive: 28% Quite positive: 37% Somewhat positive: 22% Slightly positive: 7% Not at all positive: 6%</p>	<p>Slightly Negative: 8% Somewhat negative: 5% Very negative: 5% (March, 2023 LCAP Student Survey)</p> <p>"How well do you feel like the district is currently doing in school climate and culture?" Extremely well: 21% Quite well: 34% Somewhat well: 30% Slightly well: 10% Not at all well: 4% (March, 2023 LCAP Parent Survey)</p> <p>"Overall, how positive is the working environment at your school?" Extremely positive: 27% Quite positive: 46% Somewhat positive: 19% Slightly positive: 7% Not at all positive: 2% (March, 2023 LCAP Teacher/Staff Survey)</p>		<p>SED: 98% EL: 98%</p> <p>Welcoming to their parent Strongly Agree and Agree 95% Foster Youth: 93% SED: 95% EL: 95%</p> <p>2024 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 85%</p> <p>Welcoming environment Extremely and Moderately welcomed, 89%</p> <p>2024 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 95%</p> <p>Collaborative culture: 91%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	(April, 2021 LCAP Student, Parent, and Staff Survey)	(March, 2022 LCAP Teacher/Staff Survey)			(April, 2024 LCAP Student, Parent, and Staff Survey)
P3: Parent interaction with district and site-level communication	<p>5.3% of parents interacted with district and school-based communication (Year-to-Date, May 2022, ParentSquare)</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> <li>• 114 District Posts</li> <li>• 1,101 School Posts</li> <li>• 1,771 Class Posts</li> <li>• 443 Group Posts</li> </ul> <p>(Year-to-Date, May 2022, ParentSquare)</p>	Implemented in 2021-2022 school year.	<p>8% of parents interacted with district and school-based communication (Year-to-Date, May 2023, ParentSquare)</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> <li>• 137 District Posts</li> <li>• 1,687 School Posts</li> <li>• 2,256 Class Posts</li> <li>• 375 Group Posts</li> </ul> <p>(Year-to-Date, May 2023, ParentSquare)</p>	<p>9% of parents interacted with district and school-based communication (Year-to-Date, December 2023, ParentSquare)</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> <li>• 83 District Posts</li> <li>• 1,112 School Posts</li> <li>• 1,539 Class Posts</li> <li>• 257 Group Posts</li> </ul> <p>(Year-to-Date, December 2023, ParentSquare)</p>	<p>15% of parents interacted with district and school-based communication (Year-to-Date, May 2024, ParentSquare)</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> <li>• 180 District Posts</li> <li>• 1,824 School Posts</li> <li>• 3,000 Class Posts</li> <li>• 1,000 Group Posts</li> </ul> <p>(Year-to-Date, May 2024, ParentSquare)</p>

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Parent and Community Opportunities</b> Professional Development provided on customer service and welcoming environment; all office staff (with site-level goal setting to the welcoming and engaging environment) 1. Classified and Certificated substitutes and hourly</p>	Yes	Partially Implemented	Utilizing both site funding, LCAP, and community school funding, opportunities have increased this year. STAR conference was not provided this school year.	\$56,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2. STAR conference provided by JUSD staff 3. Provide opportunities for classified staff to participate in job-alike conferences. 4. Strengthening Families Framework training provided to all front office staff and health aides to support families through a lens of customer services by connecting families, offering hope, and providing resources through PICO 5. Restorative Practices training for all front office staff.					
3.2	<b>Parent Trainings</b> District and Site-based parent training provided students with opportunities. 1. Various Parent Trainings, i.e., CSS, ESL, Report Cards, Bullying Prevention, Art Fairs, Nutrition Classes, Career Day, Wellness and Preventative Health Care Workshops, Technology Workshops, PBIS, Math nights, College Systems, FAFSA/CADAA, College Application process, Mental Health, Healthy Relationships, Health Fairs, 100 Mile Club, Pathways to Higher Learning, ABC Kinder Music, and Strengthening Families. 2. Babysitting, refreshments, and materials	Yes	Fully Implemented	Various parent training sessions were held at district-centralized locations and school sites. With 12 sites as community schools, our teachers on special assignments supported increased parent engagement activities and volunteerism at the school sites.	\$157,000.00	\$237.64
3.3	<b>Parents in Leadership</b> Shared leadership trainings to support parents in leadership to support their understanding of roles and responsibilities 1. Parents as Leaders (PAL) program using parents to provide training and	Yes	Fully Implemented	African American Parent Advisory Council was board-approved in Fall 2023 and will elect officers during Spring 2024. District Advisory Council and District English Learners Advisory Council	\$35,250.00	\$2,740.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support to other parents and community members</p> <p>2. Committees: District Advisory Council, District English Learner Advisory Council, African American Parent Advisory Council, English Learner Advisory Council, School Site Council</p> <p>3. PTA/O and Booster organizations training</p>			<p>continue to provide opportunities for educational partners to provide input and develop their efficacy to be partners in education.</p>		
3.4	<p><b>Parent Center</b> Parent Center to provide parents a one-stop location to enroll/register students and support assessment, Dual Immersion enrollment, free-reduced lunch, transportation, and intra-district transfers, as well as connect parents and students to appropriate district and community resources</p> <p>1. (4.0) Translator Clerk Typists to support parent center includes professional development on registration, welcoming environment, district programs, new enrollment procedures, and applications</p> <p>2. (1.0) Parent Center Specialist - support transfers, enrollment, parent needs, and special situations.</p> <p>3. Furniture, Materials, and supplies</p> <p>4. Online pre-enrollment and re-enrollment, including custom work to capture data, create reports, reduce workload for front office staff, and improve data quality</p>	Yes	Fully Implemented	<p>Parents have access to complete online registration while at the Parent Center, as computers are available to use, as well as assistance if needed.</p>	\$527,099.00	\$129,575.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p><b>Communication Outreach</b> Communication enhancement outreach</p> <ol style="list-style-type: none"> <li>1. ParentSquare notification system with mobile apps and social media outreach</li> <li>2. Parent Connect/Student Connect (iOS and Android)</li> <li>3. Maintenance site and district website,</li> <li>4. Connect Ed digital access to textbook resources</li> <li>5. Other web-based options, Horizon newsletter, Peach Jar digital flyers, community guides, and signage</li> <li>6. Translator Clerk Typists above base clerical to support translation and outreach</li> <li>7. (1.0) Director of Communication, (2.0) Communications Assistant</li> </ol> <p>Note: There are additional programs and funding sources in addition to the LCAP to support this action that will not be included in the LCAP actions and expenditures, including Elementary and Secondary School Emergency Relief (ESSER III).</p>	Yes	Fully Implemented	Strategic Communications also added a Communications Specialist position (flown Nov/Dec. 2023); initiated parent engagement programs (Family Reading Challenge); and is organizing special events and initiatives aligned with the Vision for the Future.	\$604,265.00	\$149,298.09
3.6	<p><b>Parent Involvement and Community Outreach</b> Parent Involvement and Community Outreach (PICO) administrative support continues to provide parent, student, and community referral and outreach</p> <ol style="list-style-type: none"> <li>1. (.75) Director of PICO</li> <li>2. (1.0) Administrative Secretary</li> <li>3. (1.0) Translator Clerk Typist (TCT) for community outreach</li> <li>4. (0.5) FTE Community Outreach Worker; (.5) Accountant</li> </ol>	Yes	Fully Implemented	PICO core staff support and a more extensive team of over 70 grant-funded staff and interns. The overall team supports referrals/requests for basic needs, mental health, case management, volunteering, parenting support, engagement with outside community-based organizations, home visitation, and other family needs and services. Coordination of Services Team meetings are held at the comprehensive secondary sites to support	\$665,194.00	\$203,710.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				overall follow-up with student needs. Four wellness centers have opened up at four secondary sites to support student well-being and have increased coordination of services.		

## Goal 4

### Goal Description

Students experiencing homelessness will achieve equitable academic performance, academic engagement, and be provided supportive school conditions and climate.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
P4: Statewide assessment-California School Dashboard (CASDB) Academic Indicator ELA Distance from Standard (DFS)	All: 55 points below standard Homeless: 88.5 points below standard	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 56.8 points below standard Homeless: 110.6 points below standard (Fall 2023 California Dashboard)	All: 52 points below standard Homeless: 85 points below standard
P4: Statewide assessment-California School Dashboard (CASDB) Academic Indicator Mathematics Distance from Standard (DFS)	All: 98.3 points below standard Homeless: 122.2 points below standard	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 95.9 points below standard Homeless: 141.8 points below standard (Fall 2023 California Dashboard)	All: 95 points below standard Homeless: 119 points below standard
P5: School Attendance Rates	All: 89.2% Homeless: 81.8% (2022-23 1st Semester ADA Report, Student Information System (Q))	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 92.98% Homeless: 86.30% (2023-24 1st Semester ADA Report, Student Information System (Q))	All: 91.2% Homeless: 83.8% (2022-23 1st Semester ADA Report, Student Information System (Q))

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
P5: Chronic Absenteeism Rate - California School Dashboard (CASDB)	All: 36.6% chronically absent Homeless: 58.9% chronically absent	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 31.1% chronically absent Homeless: 61.5% chronically absent (Fall 2023 California Dashboard)	All: 29% chronically absent Homeless: 35% chronically absent
P5: High School Graduation Rate	All: 92% graduated Homeless: 83.8% graduated	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 93.7% graduated Homeless: 88.9% graduated (Fall 2023 California Dashboard)	All: 95% graduated Homeless: 88% graduated
P6: Pupil Expulsion Rate - 2021-22 Data Quest	All: 0.3% expulsion rate Homeless: 0.5% expulsion rate	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 0.3% expulsion rate Homeless: 1.4% expulsion rate 2022-23 Data Quest	All: 0.3% expulsion rate Homeless: 0.3% expulsion rate
P6: Pupil Suspension Rate - California School Dashboard (CASDB)	All: 2.6% suspended at least one day Homeless: 4.6% suspended at least one day	New goal for 2023-24. See baseline data from 2022-23.	New goal for 2023-24. See baseline data from 2022-23.	All: 2.7% suspended at least one day Homeless: 4.2% suspended at least one day (Fall 2023 California Dashboard)	All: 2.6% suspended at least one day Homeless: 4.2% suspended at least one day

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Homeless Youth Staff Case Management</b> 1.0FTE staff member will provide academic monitoring and social-emotional support for homeless youth districtwide.	Yes	Fully Implemented	The Homeless Children and Youth/ Foster Youth district counselor was hired in the fall of 2023. The counselor works collaboratively with school site	\$225,733.00	\$45,307.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The staff member will ensure that secondary students experiencing homelessness will have priority in scheduling rigorous courses and school-based programs. The staff member will consult with mental health staff (Behavior Health Associate or Peer Specialist) at each school site.			staff to support our foster and homeless students' unique needs. Students and families have received school supplies, transportation,		
4.2	<b>Identification</b> 10 hours of extra school-based clerical work will be provided to support identification of students experiencing homelessness based on annual housing survey, teacher referrals, and students grades 6-12 self-identifying as having a housing insecurity. The clerical support will also serve as a liaison between mental health staff and identified student needs.	Yes	Fully Implemented	The HCY/F Counselor works with school site staff to facilitate identification and conversations with families and HCY students. School site staff will begin implementation during Spring 2024.	\$14,400.00	\$3,099
4.3	<b>Attendance Team</b> Each site's attendance team will be provided with release time to monitor students experiencing homelessness and their school attendance and will coordinate supports to address any identified barriers leading to chronic absenteeism.	Yes	Fully Implemented	Attendance Teams assess the early intervention of students experiencing barriers to attendance. They also create a Tier support system to identify and reward positive attendance while creating a positive school culture. In addition to the school site attendance teams, we have started a District Attendance Team comprising certificated and classified members.	\$86,400.00	\$0
4.4	<b>Extended Learning Opportunities</b> Each site will be allocated additional teacher hourly to provide monitoring and targeted intervention for homeless youth experiencing academic challenges. In	Yes	Fully Implemented	The HCY/Foster counselor has worked with students to assess the academic support needed to address academic challenges. Tutoring has been	\$305,028.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>addition, a community-based organization will be contracted to provide after-school academic tutoring in locations that are accessible to each student.</p>			<p>provided as needed for up to 5 hours per week.</p>		

**Goal 5**

Goal Description

**Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures