



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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 #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Appropriately Assigned Teachers	Percentage of "Clear" Full-Time Equivalency (FTE): 91.4% Source: 2021-22 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report	Percentage of "Clear" Full-Time Equivalency (FTE): 90.2% Source: 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report	Percentage of "Clear" Full-Time Equivalency (FTE): 95.0% Source: 2025-26 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report
1.2	Access to Instructional Materials	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System
1.3	Implementation of Academic Content Standards	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELA, Mathematics, Next Generation Science Standards, and History-Social Science.	The 2024-25 Self Reflection Tool will be completed in the Spring and reported on the 2025-26 LCAP.	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELA, Mathematics, Next Generation Science Standards, and History-Social Science.
1.4	English Learner Access to California Standards including English Language Development (ELD) standards	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD	The 2024-25 Self Reflection Tool will be completed in the Spring and reported on the 2025-26 LCAP.	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD
1.5	Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students: 56.8 points below standard (Orange) Schools with Very Low (Red) Indicator: <ul style="list-style-type: none"> Ina Arbuckle Elementary: 104.4 points below standard Mission Bell Elementary: 96.2 points below standard 	All Students: 56.6 points below standard (Orange) (+0.2 points) Schools with Very Low (Red) Indicator last school year (2023-24): <ul style="list-style-type: none"> Ina Arbuckle Elementary: 90.9 points below standard (+13.5 points) 	All Students: 47.8 points below standard (Yellow) Schools with Very Low (Red) Indicator in Baseline: <ul style="list-style-type: none"> Ina Arbuckle Elementary: 95.4 points below standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> • Mission Middle: 75.2 points below standard • West Riverside Elementary: 104.9 points below standard <p>All Socioeconomically Disadvantaged: 65.5 points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 104.9 points below standard • Jurupa Valley High: 53.4 points below standard • Mission Bell Elementary: 97.1 points below standard • Mission Middle: 78.5 points below standard • Peralta Elementary: 70.9 points below standard • Rustic Lane Elementary: 72.4 points below standard • West Riverside Elementary: 103.7 points below standard <p>All English Learners: 99.8 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Del Sol Academy: 95.8 points below standard • Glen Avon Elementary: 70.3 points below standard • Granite Hill Elementary: 82.5 points below standard • Ina Arbuckle Elementary: 120.8 points below standard • Jurupa Middle: 102.4 points below standard • Jurupa Valley High: 134.8 points below standard 	<ul style="list-style-type: none"> • Mission Bell Elementary: 79.4 points below standard (+16.8 points) • Mission Middle: 84.2 points below standard (-9 points) • West Riverside Elementary: 94.6 points below standard (+10.3 points) <p>All Socioeconomically Disadvantaged: 64.3 points below standard (Orange) (+1.2 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 90.8 points below standard (+14.1 points) • Jurupa Valley High: 53.6 points below standard (-0.2 points) • Mission Bell Elementary: 81.2 points below standard (+15.9 points) • Mission Middle: 85.8 points below standard (-7.3 points) • Peralta Elementary: 47.9 points below standard (+23 points) • Rustic Lane Elementary: 80.8 points below standard (-8.4 points) • West Riverside Elementary: 93.2 points below standard (+10.5 points) <p>All English Learners: 95 points below standard (Orange) (+4.8 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Del Sol Academy: 93.4 points below standard (+2.4 points) • Glen Avon Elementary: 58.5 points below standard (+11.8 points) 	<ul style="list-style-type: none"> • Mission Bell Elementary: 87.2 points below standard • Mission Middle: 66.2 points below standard • West Riverside Elementary: 93.9 points below standard <p>All Socioeconomically Disadvantaged: 56.5 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 93.9 points below standard • Jurupa Valley High: 44.4 points below standard • Mission Bell Elementary: 88.1 points below standard • Mission Middle: 69.5 points below standard • Peralta Elementary: 60.9 points below standard • Rustic Lane Elementary: 63.4 points below standard • West Riverside Elementary: 94.7 points below standard <p>All English Learners: 90.8 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Del Sol Academy: 86.8 points below standard • Glen Avon Elementary: 60.3 points below standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> • Mission Bell Elementary: 100.8 points below standard • Mission Middle: 126.7 points below standard • Patriot High: 100.6 points below standard • Pedley Elementary: 114.0 points below standard • Peralta Elementary: 87.1 points below standard • Rustic Lane Elementary: 91.8 points below standard • Sky Country Elementary: 75.3 points below standard • Sunnyslope Elementary: 79.4 points below standard • Troth Street Elementary: 92.7 points below standard • West Riverside Elementary: 123.3 points below standard <p>All Foster Youth: 73.8 points below standard (Red)</p> <p>All Homeless Youth: 110.6 points below standard (Red)</p> <p>Students with Disabilities: 130.5 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Camino Real Elementary: 128.2 points below standard • Del Sol Academy: 123.8 points below standard • Glen Avon Elementary: 98.6 points below standard • Jurupa Middle: 134.9 points below standard 	<ul style="list-style-type: none"> • Granite Hill Elementary: 77.3 points below standard (+5.2 points) • Ina Arbuckle Elementary: 101.2 points below standard (+19.6 points) • Jurupa Middle: 90.1 points below standard (+12.3 points) • Jurupa Valley High: 116.1 points below standard (+18.7 points) • Mission Bell Elementary: 84.2 points below standard (+16.6 points) • Mission Middle: 131.5 points below standard (-4.8 points) • Patriot High: 103.9 points below standard (-3.3 points) • Pedley Elementary: 95.7 points below standard (+18.3 points) • Peralta Elementary: 67.3 points below standard (+19.8 points) • Rustic Lane Elementary: 95.7 points below standard (-3.9 points) • Sky Country Elementary: 64.5 points below standard (+10.8 points) • Sunnyslope Elementary: 84.5 points below standard (-5.1 points) • Troth Street Elementary: 72.6 points below standard (+20.1 points) • West Riverside Elementary: 104.7 points below standard (+18.6 points) <p>All Foster Youth: 84.7 points below standard (Red) (-10.9 points)</p> <p>All Homeless Youth: 89.6 points below standard (Orange) (+21 points)</p> <p>Students with Disabilities: 129.5 points</p>	<ul style="list-style-type: none"> • Granite Hill Elementary: 73.5 points below standard • Ina Arbuckle Elementary: 110.8 points below standard • Jurupa Middle: 93.4 points below standard • Jurupa Valley High: 125.8 points below standard • Mission Bell Elementary: 90.8 points below standard • Mission Middle: 117.7 points below standard • Patriot High: 91.6 points below standard • Pedley Elementary: 105.0 points below standard • Peralta Elementary: 78.1 points below standard • Rustic Lane Elementary: 82.8 points below standard • Sky Country Elementary: 66.3 points below standard • Sunnyslope Elementary: 70.4 points below standard • Troth Street Elementary: 83.7 points below standard • West Riverside Elementary: 114.3 points below standard <p>All Foster Youth: 64.8 points below standard (Yellow)</p> <p>All Homeless Youth: 101.6 points below standard (Orange)</p> <p>Students with Disabilities: 121.5</p>

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> • Jurupa Valley High School: 134.5 points below standard • Mission Bell Elementary: 168.1 points below standard • Pedley Elementary: 88.4 points below standard • Sunnyslope Elementary: 129.6 points below standard • Troth Street Elementary: 148.3 points below standard • Van Buren Elementary: 142.4 points below standard <p>All Hispanic Students: 61.7 points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 103.3 points below standard • Jurupa Valley High: 46.7 points below standard • Mission Bell Elementary: 95.8 points below standard • Mission Middle: 74.9 points below standard • West Riverside Elementary: 106.9 points below standard <p>Source: Fall 2023 California School Dashboard</p>	<p>below standard (Red) (+1 point) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Camino Real Elementary: 122.0 points below standard (+6.2 points) • Del Sol Academy: 116.9 points below standard (+6.9 points) • Glen Avon Elementary: 103.8 points below standard (-5.2 points) • Jurupa Middle: 145.4 points below standard (-10.9 points) • Jurupa Valley High School: 126.0 points below standard (+8.5 points) • Mission Bell Elementary: 156.9 points below standard (+11.2 points) • Pedley Elementary: 104.8 points below standard (-16.4 points) • Sunnyslope Elementary: 135.8 points below standard (-6.2 points) • Troth Street Elementary: 154.8 points below standard (-6.5 points) • Van Buren Elementary: 135.6 points below standard (+6.8 points) <p>All Hispanic Students: 61.4 points below standard (Orange) (+0.3 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 91.5 points below standard (+11.8 points) • Jurupa Valley High: 48.0 points below standard (-1.3 points) • Mission Bell Elementary: 80.8 points below standard (+15 points) 	<p>points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Camino Real Elementary: 119.2 points below standard • Del Sol Academy: 114.8 points below standard • Glen Avon Elementary: 89.6 points below standard • Jurupa Middle: 125.9 points below standard • Jurupa Valley High School: 125.5 points below standard • Mission Bell Elementary: 159.1 points below standard • Pedley Elementary: 79.4 points below standard • Sunnyslope Elementary: 120.6 points below standard • Troth Street Elementary: 139.3 points below standard • Van Buren Elementary: 133.4 points below standard <p>All Hispanic Students: 52.7 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 94.3 points below standard • Jurupa Valley High: 37.7 points below standard • Mission Bell Elementary: 86.8 points below standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<ul style="list-style-type: none"> • Mission Middle: 83.7 points below standard (-8.8 points) • West Riverside Elementary: 94.3 points below standard (+12.6 points) <p>Source: Fall 2024 California School Dashboard</p>	<ul style="list-style-type: none"> • Mission Middle: 65.9 points below standard • West Riverside Elementary: 97.9 points below standard <p>Source: Fall 2026 California School Dashboard</p>
1.6	<p>Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>Mathematics Academic Indicator: Distance from Standard (DFS)</p>	<p>All Students: 95.9 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 105.6 points below standard • Jurupa Middle: 96.0 points below standard • Mira Loma Middle: 109.4 points below standard • Mission Bell Elementary: 100.3 points below standard • Mission Middle: 133.0 points below standard • Patriot High: 124.2 points below standard • Rubidoux High: 167.5 points below standard <p>All Socioeconomically Disadvantaged: 104.6 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 106.0 points below standard • Jurupa Middle: 106.2 points below standard • Mission Bell Elementary: 99.9 points below standard • Mission Middle: 133.8 points below standard 	<p>All Students: 90.2 points below standard (Yellow) (+5.7 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 94.7 points below standard (+10.9 points) • Jurupa Middle: 86.1 points below standard (+9.9 points) • Mira Loma Middle: 100.8 points below standard (+8.6 points) • Mission Bell Elementary: 89.6 points below standard (+10.7 points) • Mission Middle: 132.1 points below standard (+0.9 points) • Patriot High: 108.3 points below standard (+15.9 points) • Rubidoux High: 173.4 points below standard (-5.9 points) <p>All Socioeconomically Disadvantaged: 97.7 points below standard (Orange) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 94.5 points below standard (+11.5 points) • Jurupa Middle: 95.3 points below standard (+10.9 points) • Mission Bell Elementary: 90.2 points below standard (+9.7 points) • Mission Middle: 133.3 points below standard (+0.5 points) 	<p>All Students: 86.9 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 96.6 points below standard • Jurupa Middle: 87.0 points below standard • Mira Loma Middle: 100.4 points below standard • Mission Bell Elementary: 91.3 points below standard • Mission Middle: 124.0 points below standard • Patriot High: 115.2 points below standard • Rubidoux High: 158.5 points below standard <p>All Socioeconomically Disadvantaged: 94.6 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 95.0 points below standard • Jurupa Middle: 95.0 points below standard • Mission Bell Elementary: 90.9 points below standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> • Patriot High: 133.9 points below standard • Rubidoux High: 169.4 points below standard • West Riverside Elementary: 117.0 points below standard <p>All English Learners: 126.2 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Del Sol Academy: 109.4 points below standard • Ina Arbuckle Elementary: 113.2 points below standard • Jurupa Middle: 153.8 points below standard • Mission Bell Elementary: 102.7 points below standard • Mission Middle: 178.3 points below standard • Patriot High: 183.4 points below standard • Pedley Elementary: 117.7 points below standard • Rustic Lane Elementary: 97.2 points below standard • Troth Street Elementary: 106.2 points below standard • West Riverside Elementary: 127.9 points below standard <p>All Foster Youth: 112.7 points below standard (Red)</p> <p>All Homeless Youth: 141.8 points below standard (Red)</p> <p>Students with Disabilities: 160.5</p>	<ul style="list-style-type: none"> • Patriot High: 116.9 points below standard (+17 points) • Rubidoux High: 173.8 points below standard (-4.4 points) • West Riverside Elementary: 105.2 points below standard (+11.8 points) <p>All English Learners: 118.6 points below standard (Orange) (+7.6 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Del Sol Academy: 110.4 points below standard (-1 point) • Ina Arbuckle Elementary: 101.3 points below standard (+11.9 points) • Jurupa Middle: 131.8 points below standard (+22.0 points) • Mission Bell Elementary: 89.6 points below standard (+13.1 points) • Mission Middle: 167.5 points below standard (10.8 points) • Patriot High: 172.6 points below standard (+10.8 points) • Pedley Elementary: 107.3 points below standard (+10.4 points) • Rustic Lane Elementary: 106.5 points below standard (-9.3 points) • Troth Street Elementary: 80.4 points below standard (+25.8 points) • West Riverside Elementary: 115.7 points below standard (+12.2 points) <p>All Foster Youth: 114.5 points below standard (Red) (-1.8 points)</p> <p>All Homeless Youth: 130.1 points below standard (Red) (+11.7 points)</p>	<ul style="list-style-type: none"> • Mission Middle: 124.8 points below standard • Patriot High: 124.9 points below standard • Rubidoux High: 160.4 points below standard • West Riverside Elementary: 108.0 points below standard <p>All English Learners: 117.2 points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Del Sol Academy: 100.4 points below standard • Ina Arbuckle Elementary: 104.2 points below standard • Jurupa Middle: 144.8 points below standard • Mission Bell Elementary: 93.7 points below standard • Mission Middle: 169.3 points below standard • Patriot High: 174.4 points below standard • Pedley Elementary: 108.7 points below standard • Rustic Lane Elementary: 88.2 points below standard • Troth Street Elementary: 95.0 points below standard • West Riverside Elementary: 118.9 points below standard <p>All Foster Youth: 103.7 points below standard (Orange)</p> <p>All Homeless Youth: 132.8 points</p>

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Camino Real Elementary: 144.6 points below standard • Del Sol Academy: 136.8 points below standard • Mira Loma Middle: 159.7 points below standard • Mission Middle: 197.3 points below standard • Peralta Elementary: 148.6 points below standard • Sunnyslope Elementary: 133.7 points below standard • Troth Street Elementary: 173.2 points below standard <p>All African American Students: 104.7 points below standard (Red)</p> <p>All Hispanic Students: 100.6 points below standard (Red) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 105.9 points below standard • Jurupa Middle: 101.8 points below standard • Mission Bell Elementary: 99.7 points below standard • Mission Middle: 132.7 points below standard • Patriot High: 127.3 points below standard • Rubidoux High: 172.0 points below standard <p>All White Students: 65.4 points below standard (Orange)</p>	<p>Students with Disabilities: 154.8 points below standard (Orange) (+5.7 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Camino Real Elementary: 154.8 points below standard (-10.2 points) • Del Sol Academy: 144.7 points below standard (-7.9 points) • Mira Loma Middle: 161.3 points below standard (-1.6 points) • Mission Middle: 193.1 points below standard (+4.2 points) • Peralta Elementary: 132.3 points below standard (+16.3 points) • Sunnyslope Elementary: 134.6 points below standard (-0.9 points) • Troth Street Elementary: 158.9 points below standard (+14.3 points) <p>All African American Students: 96.7 points below standard (Orange) (+8.0 points)</p> <p>All Hispanic Students: 95.5 points below standard (Orange) (+5.1 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 94.2 points below standard (+11.7 points) • Jurupa Middle: 92.1 points below standard (+9.7 points) • Mission Bell Elementary: 91.8 points below standard (+7.9 points) • Mission Middle: 132.2 points below standard (+0.5 points) • Patriot High: 116.8 points below standard (+10.5 points) • Rubidoux High: 171.7 points below standard (+0.3 points) 	<p>below standard (Orange)</p> <p>Students with Disabilities: 151.5 points below standard (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Camino Real Elementary: 135.6 points below standard • Del Sol Academy: 1276.8 points below standard • Mira Loma Middle: 150.7 points below standard • Mission Middle: 188.3 points below standard • Peralta Elementary: 139.6 points below standard • Sunnyslope Elementary: 124.7 points below standard • Troth Street Elementary: 164.2 points below standard <p>All African American Students: 95.0 points below standard (Yellow)</p> <p>All Hispanic Students: 91.6 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 95.0 points below standard • Jurupa Middle: 92.8 points below standard • Mission Bell Elementary: 90.7 points below standard • Mission Middle: 123.7 points below standard • Patriot High: 118.3 points below standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> Patriot High: 115.4 points below standard <p>Source: Fall 2023 California School Dashboard</p>	<p>All White Students: 55.1 points below standard (Yellow) (+10.3 points) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> Patriot High: 52.3 points below standard (+63.1 points) <p>Source: Fall 2024 California School Dashboard</p>	<ul style="list-style-type: none"> Rubidoux High: 163.0 points below standard <p>All White Students: 56.4 points below standard (Yellow) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> Patriot High: 106.4 points below standard <p>Source: Fall 2026 California School Dashboard</p>
1.7	<p>Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>California Science Test (CAST): Percent of students who met or exceeded standard (Level 3 or 4)</p>	<p>All Students: 15.65%</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 13.21% English Learners: 1.03% Foster Youth: 14.28% Homeless Youth: 6.06% Students with Disabilities: 3.47% <p>Source: 2022-23 California Assessments Website</p>	<p>All Students: 14.87% (-0.78%)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 12.79% (-0.42%) English Learners: 1.58% (+0.55%) Foster Youth: 13.04% (-1.24%) Homeless Youth: 6.06% (-0.18%) Students with Disabilities: 3.53% (+0.06%) <p>Source: 2023-24 California Assessments Website</p>	<p>All Students: 24.65%</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 22.21% English Learners: 10.03% Foster Youth: 23.28% Homeless Youth: 15.06% Students with Disabilities: 12.47% <p>Source: California Assessments Website</p>
1.8	<p>Percentage of students completing UC/CSU Entrance Requirements (A-G) and CTE program(s)</p>	<p>All Students: 16.8% met UC/CSU requirements and completed at least one CTE pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 16.4% English Learners: 8.0% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 11.1% Students with Disabilities: 9.1% <p>Source: Fall 2023 California School Dashboard</p>	<p>All Students: 23.9% (+7.1%) met UC/CSU requirements and completed at least one CTE pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 22.2% (+5.4%) English Learners: 11.0% (+3.0%) Foster Youth: 6.7% Homeless Youth: 12.1% (+1.0%) Students with Disabilities: 8.7% (-0.4%) <p>Source: Fall 2024 California School Dashboard</p>	<p>All Students: 19.8% met UC/CSU requirements and completed at least one CTE pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 19.4% English Learners: 11.0% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 14.1% Students with Disabilities: 12.1%

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	Percentage of students completing UC/CSU Entrance Requirements (A-G)	<p>All Students: 38.1% met UC/CSU requirements</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 36.7% English Learners: 12.1% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 24.1% Students with Disabilities: 11.8% <p>Source: Fall 2023 California School Dashboard</p>	<p>All Students: 40.7% (+2.6%) met UC/CSU requirements</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 38.2% (+1.5%) English Learners: 16.8% (+4.7%) Foster Youth: 26.7% Homeless Youth: 20.7% (-3.4%) Students with Disabilities: 10.9% (-0.9%) <p>Source: Fall 2024 California School Dashboard</p>	<p>All Students: 41.1% met UC/CSU requirements</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 39.7% English Learners: 15.1% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 27.1% Students with Disabilities: 14.8%
1.10	Percentage of students completing CTE program(s)	<p>All Students: 33.7% completed at least one Career Technical Education (CTE) Pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 33.6% English Learners: 26.4% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 22.2% Students with Disabilities: 27.7% <p>Source: Fall 2023 California School Dashboard</p>	<p>All Students: 43.9% (+10.2%) completed at least one Career Technical Education (CTE) Pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.1% (+9.5%) English Learners: 35.0% (+8.6%) Foster Youth: 13.3% Homeless Youth: 22.4% (+0.2%) Students with Disabilities: 34.3% (+6.6%) <p>Source: Fall 2024 California School Dashboard</p>	<p>All Students: 41% completed at least one Career Technical Education (CTE) Pathway</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 38% English Learners: 30% Foster Youth: Not Reported (Under 10 Students) Homeless Youth: 27% Students with Disabilities: 35%
1.11	Percentage of English Learner students making progress on English Proficiency	<p>District: 40.7% (Orange) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> Camino Real Elementary: 26.7% Del Sol Academy: 42.2% Indian Hills Elementary: 38.3% Jurupa Middle: 23.2% Nueva Vista Continuation High: 12.3% Patriot High: 29.2% Rubidoux High: 34.1% 	<p>District: 37.1% (Orange) (-3.6%) Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> Camino Real Elementary: 32.3% (+5.6%) Del Sol Academy: 42.6% (+0.4%) Indian Hills Elementary: 34.5% (-3.8%) Jurupa Middle: 33.9% (+10.7%) Nueva Vista Continuation High: 16.3% (+4%) Patriot High: 35.6% (+6.4%) Rubidoux High: 15.6% (-18.5%) 	<p>District: 46.7% (Green) Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> Camino Real Elementary: 32.7% Del Sol Academy: 48.2% Indian Hills Elementary: 45.0% Jurupa Middle: 29.2% Nueva Vista Continuation High: 18.3% Patriot High: 35.2% Rubidoux High: 40.1%

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> Troth Street Elementary: 38.3% West Riverside Elementary: 39.2% <p>Source: Fall 2023 California School Dashboard</p>	<ul style="list-style-type: none"> Troth Street Elementary: 44.2% (+5.9%) West Riverside Elementary: 32.8% (-6.4%) <p>Source: Fall 2024 California School Dashboard</p>	<ul style="list-style-type: none"> Troth Street Elementary: 45.0% West Riverside Elementary: 45.2% <p>Source: Fall 2026 California School Dashboard</p>
1.12	English Learner Reclassification Rate	<p>District: 7.70%</p> <p>Source: Student Information System (SIS)</p>	<p>District: 6.26% (-1.44%)</p> <p>Source: Student Information System (SIS)</p>	<p>District: 8.6%</p> <p>Source: Student Information System (SIS)</p>
1.13	Percentage of students completing AP exams with a score of 3 or higher	<p>District: 38.1%</p> <p>Socioeconomically Disadvantaged: 36.7%</p> <p>English Learner: 12.1%</p> <p>Foster Youth: Not Available</p> <p>Students with Disabilities: 11.8%</p> <p>Source: 2022-23 Local data obtained from College Board</p>	<p>District: 44.2% (+4.1%)</p> <p>Socioeconomically Disadvantaged: Not Reported</p> <p>English Learner: 60.6% (+48.5%)</p> <p>Foster Youth: 0%</p> <p>Students with Disabilities: 20% (+8.2%)</p> <p>Source: 2023-24 Local data</p>	<p>District: 41%</p> <p>Socioeconomically Disadvantaged: 39%</p> <p>English Learner: 15%</p> <p>Foster Youth: Not Available</p> <p>Students with Disabilities: 13%</p> <p>Source: Local data obtained from College Board</p>
1.14	Percentage of 11th grade students meeting Early Assessment Program (EAP) criteria in ELA and math	<p>ELA:</p> <p>All 11th-grade students: 29.22% met or exceeded standard</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 25.84% met or exceeded standard English Learner: 5.49% met or exceeded standard Foster Youth: 25.49% met or exceeded standard <p>Math:</p> <p>All 11th-grade students: 16.84% met or exceeded standard</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 14.29% met or exceeded standard English Learner: 4.46% met or exceeded standard 	<p>ELA:</p> <p>All 11th-grade students: 37.21% (+7.99%) met or exceeded standard</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 33.03% (+7.19%) met or exceeded standard English Learner: 3.65% (-1.84%) met or exceeded standard Foster Youth: Not Reported (Under 11 Students) <p>Math:</p> <p>All 11th-grade students: 11.40% (-5.44%) met or exceeded standard</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 8.67% (-5.67%) met or exceeded standard 	<p>ELA:</p> <p>All 11th-grade students: 39% met or exceeded standard</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 36% met or exceeded standard English Learner: 16% met or exceeded standard Foster Youth: 36% met or exceeded standard <p>Math:</p> <p>All 11th-grade students: 27% met or exceeded standard</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 25% met or exceeded standard English Learner: 15% met or exceeded standard

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> Foster Youth: 11.76% met or exceeded standard <p>Source: 2022-23 California Assessments Website</p>	<ul style="list-style-type: none"> English Learner: 0.35% (-4.11%) met or exceeded standard Foster Youth: Not Reported (Under 11 Students) <p>Source: 2023-24 California Assessments Website</p>	<ul style="list-style-type: none"> Foster Youth: 22% met or exceeded standard
1.15	High School Graduation Rate	<p>District: 93.7% Graduated (Green)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 93.6% Graduated English Learner: 87.4% Graduated Foster Youth: Not Reported (Less than 10 Students) <p>Source: Fall 2023 California School Dashboard</p>	<p>District: 93.3% (-0.4%) Graduated (Green)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 92.8% (-0.8%) Graduated English Learner: 86.8% (-0.6%) Graduated Foster Youth: 86.7% <p>Source: Fall 2024 California School Dashboard</p>	<p>District: 95.0% Graduated (Blue)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 95.0% Graduated English Learner: 90.5% Graduated Foster Youth: Not Reported (Less than 10 Students) <p>Source: Fall 2026 California School Dashboard</p>
1.16	Percent of high school students receiving a passing grade in CTE courses	<p>41.19%</p> <p>Source: Student Information System - As of Semester 1 2023-24</p>	<p>46.50%</p> <p>Source: Student Information System - As of Semester 1 2024-25</p>	<p>44.19%</p> <p>Source: Student Information System - As of Semester 1 2026-27</p>
1.17	Percent of high school students receiving college credit for dual enrollment	<p>7.97%</p> <p>Source: Student Information System - As of Semester 1 2023-24</p>	<p>9.59%</p> <p>Source: Student Information System - As of Semester 1 2024-25</p>	<p>10.97%</p> <p>Source: Student Information System - As of Semester 1 2026-27</p>
1.18	Percent of high school students receiving the State Seal of Biliteracy	<p>2022-23 Graduating Class: 88 Students (6.5%)</p> <p>Source: Student Information System - 2022-2023 School Year</p>	<p>2023-24 Graduating Class: 115 Students (14.4%)</p> <p>Source: Fall 2024 California School Dashboard - College/Career Levels and Measures Report & Data</p>	<p>2022-23 Graduating Class: 140 Students (10%)</p> <p>Source: Student Information System - 2025-2026 School Year</p>
1.19	Percent of students completing two years of Military Science/Leadership course	<p>0%</p> <p>The JrROTC program is not offered in JUSD</p>	<p>0%</p> <p>The JrROTC program is not offered in JUSD</p>	<p>0%</p> <p>The JrROTC program is not offered in JUSD</p>

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: Student Information System - As of Semester 1 2023-24	Source: Student Information System - As of Semester 1 2024-25	Source: Student Information System - As of Semester 1 2024-25
1.20	College/Career Indicator	<p>Fall 2023 California School Dashboard only reported Status Level.</p> <p>District: 43.9% of the 2022-23 Graduating Class Prepared (Medium)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 43.1% of the 2022-23 Graduating Class Prepared English Learner: 24.5% of the 2022-23 Graduating Class Prepared Foster Youth: Not Reported (Less than 11 Students) Homeless Youth: 32.1% of the 2022-23 Graduating Class Prepared <p>Schools with Very Low Status Indicator:</p> <p>Nueva Vista Continuation High:</p> <ul style="list-style-type: none"> All Students: 2.7% of the 2022-23 Graduating Class Prepared Socioeconomically Disadvantaged: 2.8% of the 2022-23 Graduating Class Prepared English Learner: 5.9% of the 2022-23 Graduating Class Prepared Students with Disabilities: 1.9% of the 2022-23 Graduating Class Prepared Hispanic: 2.9% of the 2022-23 Graduating Class Prepared 	<p>District: 53.0% of the 2023-24 Graduating Class Prepared (Green) (+9.1%)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 50.6% (+7.5%) of the 2023-24 Graduating Class Prepared English Learner: 30.8% (+6.3%) of the 2023-24 Graduating Class Prepared Foster Youth: 20.0% of the 2023-24 Graduating Class Prepared Homeless Youth: 29.8% (-2.3%) of the 2023-24 Graduating Class Prepared <p>Schools with Very Low Status Indicator last school year (2023-24):</p> <p>Nueva Vista Continuation High:</p> <ul style="list-style-type: none"> All Students: 5.5% (+2.8%) of the 2023-24 Graduating Class Prepared Socioeconomically Disadvantaged: 5.2% (+2.4%) of the 2023-24 Graduating Class Prepared English Learner: 4.3% (-1.6%) of the 2023-24 Graduating Class Prepared Students with Disabilities: 10.7% (+8.9%) of the 2023-24 Graduating Class Prepared Hispanic: 4.7% (+1.7%) of the 2023-24 Graduating Class Prepared <p>Rubidoux High:</p>	<p>Fall 2026 California School Dashboard only reported Status Level.</p> <p>District: 55% of the 2025-26 Graduating Class Prepared (High)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 55% of the 2025-26 Graduating Class Prepared English Learner: 35% of the 2025-26 Graduating Class Prepared Foster Youth: Not Reported (Less than 11 Students) Homeless Youth: 45% of the 2025-26 Graduating Class Prepared

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Rubidoux High: <ul style="list-style-type: none"> Students with Disabilities: 9.4% of the 2022-23 Graduating Class Prepared Source: Fall 2023 California School Dashboard	<ul style="list-style-type: none"> Students with Disabilities: 25.0% (+15.6%) of the 2023-24 Graduating Class Prepared Source: Fall 2024 California School Dashboard	
1.21	Other Student Outcomes - NWEA ELA (Grades K-6)	District: Exceeded: 6.4% Met: 17.3% Nearly Met: 25.9% Not Met: 50.5% EL Exceeded: 0.6% Met: 4.9% Nearly Met: 18.4% Not Met: 76.2% (NWEA, Spring Administration, 2023-2024)	District: Exceeded: 8.7% (+2.3%) Met: 21.2% (+3.9%) Nearly Met: 31.4% (+5.5%) Not Met: 38.8% (-11.7%) EL Exceeded: 0.5% (-0.1%) Met: 7.4% (+2.5%) Nearly Met: 31.0% (12.6%) Not Met: 61.1% (-15.1%) (NWEA, Fall Administration, 2024-2025)	District: Exceeded: 15.4% Met: 26.3% Nearly Met: 16.9% Not Met: 41.5% EL Exceeded: 9.6% Met: 13.9% Nearly Met: 9.4% Not Met: 67.2% (NWEA, Spring Administration, 2026-2027)
1.22	Other Student Outcomes - NWEA Math (Grades K-6)	District: Exceeded: 4.6% Met: 12.8% Nearly Met: 19.7% Not Met: 53% EL Exceeded: 1% Met: 5.2% Nearly Met: 19.7% Not Met: 74.2% (NWEA, Spring Administration, 2023-2024)	District: Exceeded: 6.0% (1.4%) Met: 17.6% (+4.8%) Nearly Met: 37.2% (+17.5%) Not Met: 39.2% (-13.8%) EL Exceeded: 1.2% (+0.2%) Met: 9.0% (+3.8%) Nearly Met: 32.0% (+12.3%) Not Met: 57.8% (-16.4%) (NWEA, Spring Administration, 2024-2025)	District: Exceeded: 13.6% Met: 21.8% Nearly Met: 10.7% Not Met: 44% EL Exceeded: 10% Met: 14.2% Nearly Met: 10.7% Not Met: 65.2% (NWEA, Spring Administration, 2026-2027)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Standards Aligned Curriculum</p> <p>The district is dedicated to providing a comprehensive and ongoing support system for curriculum refinement in Mathematics, English-language arts, English Language Development, and Next Generation Science Standards (NGSS). This includes the integration of technology and inclusion practices. The support system is facilitated by a team of three Curriculum Coordinators and an instructional Teacher on Special Assignment (TSA), who are instrumental in the ongoing work of curriculum refinement, instructional support, and professional development.</p> <p>The district provides necessary resources such as contracts, printing, and resource materials to ensure the quality and relevance of the curriculum. The curriculum aligns with word recognition and language comprehension practices and integrates formative and summative assessment processes to evaluate student progress and learning outcomes.</p> <p>In addition to the core curriculum, the district provides supplemental support materials for ELA/ELD, Mathematics, and Science. These materials are primarily aligned to site-level needs and are designed to support differentiated instruction based on the California State Standards. These materials are selected by effective collaboration and data analysis strategies to meet diverse learner needs. The materials include copy machines, printing, novels, leveled readers, manipulatives, Spanish texts, software, and informational texts.</p> <p>The district ensures that homeless students have access to essential learning materials, technology support, and intervention resources alongside their peers.</p> <p>Required Actions based on student performance:</p> <ul style="list-style-type: none"> Culturally responsive instruction will be a priority for teachers to incorporate students' cultural backgrounds and experiences into their lessons, making learning more relevant and engaging. This specific action is designed to address the following student groups who performed at the lowest performance level on the English Language Arts indicator district- 	Yes	Fully Implemented	\$570,000.00	\$152,245

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>wide: English Learners, Foster Youth, Homeless, and Students with Disabilities and will address Hispanic students who performed at the lowest level on the English Language Arts indicator at Ina Arbuckle Elementary, Jurupa Valley High, Mission Bell Elementary, and West Riverside Elementary.</p> <ul style="list-style-type: none"> • Additional resources, such as math manipulatives and instruction materials specifically designed for English Language Learners, to ensure that Socioeconomically Disadvantaged students and English Learners, who were student groups across the district that performed at the lowest level in ELA, receive the individualized instruction they need. • Teachers will prioritize culturally responsive instruction, incorporating students' cultural backgrounds and experiences into their lessons, making learning more relevant and engaging. This specific action is designed to address the following student groups performing at the lowest performance level on the Mathematics indicator district-wide: African American and Hispanic. • Ina Arbuckle Elementary will emphasize culturally responsive practices for Hispanic students who performed at the lowest performance level for the suspension indicator. 				
1.2	<p>Professional Development The district is committed to its teachers' continuous professional development (PD). It offers a wide range of PD opportunities focused on research- and evidence-based strategies to support the implementation of California State Standards and to meet student needs. These include Mathematical Practices, NGSS implementation, Social and Emotional Learning (SEL), Multi-Tiered System of Support (MTSS), Universal</p>	Yes	Ongoing Implementation	\$2,100,000.00	\$372,555

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Design for Learning (UDL), Collaborative Teams, and Technology Integration Workshops. The district also supports the professional growth of its staff through conference attendance, new teacher PD and teacher induction support on district initiatives and curriculum, Leadership Academy, and professional development for aspiring administrators and classified management.</p> <p>To ensure the effective implementation of these initiatives, the district has appointed a Director and Secretary of Funding and Program Accountability. They support staff and teachers through expanded coordination based on the Local Control and Accountability Plan (LCAP). They address changing staff development needs, analyze student outcomes, and adapt to changing funding conditions. Their responsibilities include Data Dashboard analysis, educational partner engagement, and program monitoring for Differentiated Assistance, Comprehensive Support and Improvement (CSI), and Additional Comprehensive Support and Improvement (ATSI) in a Continuous Improvement process. They also provide training to build internal capacity for districtwide professional development.</p> <p>The district recognizes the unique challenges faced by students experiencing homelessness and is committed to providing specific training and resources to educators to ensure these students' academic and social-emotional needs are met.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> • Intensive, job-embedded professional development for math teachers will focus on effective instructional strategies for diverse learners for the following schools that performed at the lowest level on the mathematics indicator: Ina Arbuckle Elementary, Jurupa Middle, Mira Loma Middle, Mission Bell Elementary, Mission Middle, Patriot High, and Rubidoux High. • We will provide targeted professional development for teachers and staff focused on the Quality Teaching for English Learners (QTEL) and strengthen instructional leadership to ensure QTEL practices are 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>embedded into classrooms for the following schools that were in the lowest performance level on the ELPI indicator: Camino Real Elementary, Del Sol Academy, Indian Hills Elementary, Jurupa Middle, Nueva Vista Continuation High, Patriot High, Rubidoux High, Troth Street Elementary, West Riverside Elementary.</p> <ul style="list-style-type: none"> • We will develop and deliver culturally relevant professional development for staff to increase their understanding of the unique needs and experiences of American Indian students who were at the lowest performance level (highest suspension) on the Suspension Indicator. • We will provide training to our teachers and staff to understand the impact of trauma on learning for our Homeless Youth, which are eligible for Differentiated Assistance. <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.3	<p>Visual and Performing Arts (VAPA) Students will have access to a well-rounded arts education experience designed to enhance their learning and creative expression. This includes the Pacific Avenue Academy of Music (PAAM), which will be fully staffed with music teachers, receive professional development opportunities and have funds to maintain the program. An Elementary Music Program will provide band teachers, a music teacher for Del Sol Academy, music supplies, and a recorder program for 3rd graders to introduce them to music. Additionally, a secondary string program with a dedicated teacher will be available. Funding will support musical supplies and instruments, including repairs and replacements. Finally, site-based VAPA enrichment programs will receive support, expanding art, choir, and theatre opportunities.</p>	Yes	Ongoing Implementation	\$5,733,914.00	\$1,155,922

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Education and Information Technology Students will receive support for the Digital Gateway 1:1 initiative through enhanced technology training and administrative assistance, ensuring seamless technology integration in classrooms and libraries. Elementary students will benefit from organized library, textbook, and resource management, expanded maker spaces, Chromebook assistance, and digital tool training. They'll also enjoy innovative literature-inspired maker activities. Secondary students will have access to well-managed textbooks and library systems, promoting easy access to resources and learning spaces.</p>	Yes	Ongoing Implementation	\$3,555,000.00	\$1,095,305
1.5	<p>Professional Preparation and Collaboration Time Professional Preparation and Collaboration time for teacher planning to analyze data, design intervention support, and do lesson planning for standards implementation. The additional 15 minutes of teacher preparation with the content and focus on supporting expanded California State Standards implementation, curriculum modification, and implementation of collaborative teams.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Teachers will utilize collaboration time to break down complex concepts into clear, manageable steps, incorporating visuals and manipulatives to enhance understanding for all students who were in the lowest performance level on the English Language Arts indicator: Ina Arbuckle Elementary, Mission Bell Elementary, Mission Middle, and West Riverside Elementary. Teachers will utilize collaboration time to develop instruction to develop students' academic vocabulary and oral language skills 	Yes	Fully Implemented	\$3,154,690.00	\$1,577,345

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>to support the following student groups, which performed at the lowest level on the English Language Arts indicator: English Learners, Foster Youth, Homeless, and Students with Disabilities and Hispanic students who were in the lowest performing level in ELA at the following schools: Ina Arbuckle Elementary, Jurupa Valley High, Mission Middle, and West Riverside Elementary.</p> <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6)</p>				
1.6	<p>Reducing Class Sizes through Grade Span Adjustment Reducing class sizes through Grade Span Adjustment (GSA), specifically:</p> <ul style="list-style-type: none"> • Minimizing combo classes through volunteered flexibility to go over their contractual class sizes • Reduce grades fourth - sixth student-to-teacher allocations from 32:1 to 28:1 • Reduce middle school student-to-teacher allocations from 32:1 to 28:1 • Reduce high school student-to-teacher allocations from 32:1 to 28:1 <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> • Teachers will provide small group support and offer more targeted feedback. • Smaller classes will allow for more active learning and collaborative projects, enhancing student engagement and deepening understanding. <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6)</p>	Yes	Fully Implemented	\$14,756,868.00	\$6,984,392

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p>Elementary Supplemental Supports Elementary Support Teachers specializing in ELA and math provide targeted interventions within a Multi-Tiered System of Support (MTSS) framework. They utilize specialized software for intervention, prevention, and diagnostic purposes. Teachers receive professional development to enhance literacy and math instruction, focusing on foundational skills, data analysis, and targeted interventions like guided reading. This includes access to Northwest Evaluation Association (NWEA) assessments (Grades K-6).</p> <p>Resources such as phonics materials, on-level readers, and specialized books for reading and math support differentiated instruction. Increased expectations for inclusive practices are defined at each school alongside MTSS implementation to support inclusion further. Paraprofessionals receive training in guided reading, differentiation, and behavior strategies. The Partners for Inclusive Education (PIE) committee ensures students have access to core instruction in the least restrictive environment (LRE). The district provides targeted interventions within the MTSS framework, including specialized supports and accommodations designed to meet the unique needs of students with disabilities.</p> <p>Finally, additional student management support is provided through Teachers on Special Assignment (Administrative Support) and Assistant Principals, enhancing the overall learning environment at each elementary school.</p> <p>The district prioritizes early identification and targeted intervention strategies for students experiencing homelessness, ensuring they receive the necessary support to succeed academically.</p> <p>The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic</p>	Yes	Ongoing Implementation	\$8,621,347.00	\$2,147,294

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>potential.</p> <p>Recognizing the achievement gap for Hispanic and African American students, the district provides targeted interventions and culturally relevant curriculum resources to advance their academic success and close the opportunity gap.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Targeted interventions with small group instruction will be provided to support students at the following schools, which performed the lowest on the English Language Arts indicator: Ina Arbuckle Elementary, Mission Bell Elementary, and West Riverside Elementary. Teachers will use various instructional methods and materials to scaffold activities to cater to the diverse learning styles and needs of the following student groups, which performed lowest on the English Language Arts indicator: English Learners, Foster Youth, Homeless, Students with Disabilities, and Hispanic students, who performed at the lowest level at the following schools: Mission Bell Elementary and West Riverside Elementary. Targeted tutoring programs with before/after school support and individualized learning plans will accelerate learning in ELA and math for our homeless students who were eligible for Differentiated Assistance. <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.8	Secondary Supplemental Supports	Yes	Ongoing Implementation	\$2,811,556.00	\$979,437

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>A tiered approach to academic support and college/career readiness for all secondary students.</p> <p>Multiple Intervention Options:</p> <ul style="list-style-type: none"> • Targeted Support: Teachers provide extra help in ELA, ELD, and math through various software programs (Read 180/System 44) and online learning platforms. • Inclusive Practices: All secondary schools implement an inclusion model, where specialists and aides support students in regular classrooms (LRE). The district provides targeted interventions within the MTSS framework, including specialized supports and accommodations designed to meet the unique needs of students with disabilities. • AVID College Readiness Program: Available at all secondary sites, AVID prepares students for higher education through dedicated teachers, tutors, and college exploration activities. <p>Additional Opportunities for students beyond the core A-G course offerings:</p> <ul style="list-style-type: none"> • Dual Enrollment: High schools offer College and Career Access Pathways (CCAP) for students to earn college credit at Riverside Community College District (RCCD). • Early College High School: Rubidoux Early College High School allows students to complete high school and an associate's degree concurrently. • Virtual Learning: Students can access online courses for synchronous and asynchronous learning taught by school site teachers. • Focus on Equity: Counseling staff ensures proper placement in intervention programs for low-performing students, including those experiencing homelessness, in foster care, or with disabilities. <p>This action provides a comprehensive support system to address diverse student needs and equip them for academic and career success after high school.</p>				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>The district is committed to ensuring that students experiencing homelessness have equitable access to interventions, college readiness programs, and alternative learning pathways alongside their peers.</p> <p>The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic potential.</p> <p>Recognizing the achievement gap for Hispanic and African American students, the district provides targeted interventions and culturally relevant curriculum resources to advance their academic success and close the opportunity gap.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> • Targeted interventions with small group instruction will be provided to support students at the following schools who were in the lowest performance on the English Language Arts indicator: Mission Middle • Teachers will use various instructional methods and materials to scaffold activities to cater to the diverse learning styles and needs of the following student groups, which performed lowest on the English Language Arts indicator: English Learners, Foster Youth, Homeless, Students with Disabilities, and Hispanic students, who performed at the lowest level at the following schools: Jurupa Valley High and Mission Middle. • Targeted tutoring programs with before/after school support and individualized learning plans will accelerate learning in ELA and math for our homeless students who were eligible for Differentiated Assistance. <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>College and Career Readiness A comprehensive system of secondary student learning support designed to promote college and career readiness for all students. This includes:</p> <p>Multi-tiered Interventions: Counselors, administrators, and teachers work collaboratively to identify and provide targeted academic and behavioral support based on individual student needs.</p> <p>Career Technical Education (CTE): Students have access to 26 CTE pathways across 11 industry sectors, with dual enrollment opportunities, professional development, and resources to foster career exploration and skills development.</p> <p>College and Career Readiness Focus:</p> <ul style="list-style-type: none"> • Assistant principals, counselors, and designated staff promote the College and Career Indicator (CCI), track progress, and support all students, especially those in historically underserved subgroups. • Emphasis on supplemental A-G course offerings and attainment, especially for English Learners, along with Spanish language support at the middle school level. • Focus on transitions from middle to high school and high school to post-secondary. • Career Centers with dedicated staff, workshops, and events to support the college application and financial aid processes. • Specialized support for students experiencing homelessness, foster youth, and students with disabilities to ensure equitable access to college and career preparation. <p>Advanced Placement (AP) Expansion: The number of AP courses will be expanded, teacher training will be provided, testing support will be increased, and the AP Capstone Program will be expanded to provide more students with the opportunity for college-level</p>	Yes	Ongoing Implementation	\$7,303,693.00	\$1,840,567

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>coursework.</p> <p>Required action based on student performance:</p> <ul style="list-style-type: none"> The counselor at Nueva Vista Continuation High will monitor CTE Pathway completion for all students because the school has the lowest status level on the CCI indicator. See Goal 4.2 for additional actions to support these efforts. Counselors and Education Specialists at Rubidoux High will monitor CTE Pathway completion for students with disabilities and provide additional counseling guidance because students with disabilities have the lowest status level on the CCI indicator. <p>This action will help address the schools and student groups with very low CCI status (Metric 1.20).</p>				
1.10	<p>Foster Youth and Students Experiencing Homelessness Support Services</p> <p>We will offer a robust academic support system for foster youth and students experiencing homelessness. This includes regular transcript and credit reviews to identify areas for improvement, a dedicated counselor specializing in best practices for these students, and proactive outreach from academic counselors to connect students with resources like tutoring, digital content, and ongoing grade monitoring. The program ensures appropriate course placement through AB 216 student schedule checks and prioritizes district-provided tutoring for these students. To create a supportive learning environment, we will invest in professional development for counselors, teachers, and office staff, focusing on trauma-informed practices.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Trauma-informed practice and social-emotional learning programs will be supported to help homeless and foster youth students overcome challenges and focus on academics 	Yes	Ongoing Implementation	\$245,000.00	\$30,115

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>because both student groups had the lowest performance level on the mathematics indicator.</p> <ul style="list-style-type: none"> We will collaborate with local homeless shelters and social service agencies to ensure access to transportation and basic needs to support our homeless youth who were on the lowest performance level on the Chronic Absenteeism indicator. <p>We will provide flexible enrollment options to minimize disruption in education for our homeless youth, who were at the lowest performance level on the Chronic Absenteeism indicator.</p> <ul style="list-style-type: none"> A homeless and foster youth counselor will serve as the central point of contact for homeless students and provide individualized support, advocacy, and resource navigation in response to our homeless youth's eligibility for Differentiated Assistance (DA). <p>This action will help address the foster youth and homeless student groups that scored very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.11	<p>English Learner Services</p> <p>We will provide a comprehensive system to support all English learners with a strong focus on English language acquisition. This includes:</p> <p>Instruction and Coaching:</p> <ul style="list-style-type: none"> EL Teachers on Special Assignment (TSAs): Guide teachers on the new ELD framework, implementing assessments (ELPAC), and best practices for both dedicated English language development (ELD) and integrating language learning into core subjects. 	Yes	Ongoing Implementation	\$4,312,337.00	\$313,819

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Professional Development: Programs like QTEL specifically train teachers on effectively supporting English learners. <p>Language Acquisition Programs:</p> <ul style="list-style-type: none"> • Daily Designated ELD: Structured lessons based on ELD standards for direct language development. • Integrated ELD: Language learning woven into core subjects alongside academic content. • Dual-Language Immersion: Opportunities for bilingual learning in two languages. <p>Support Staff:</p> <ul style="list-style-type: none"> • Language Proficiency Evaluators: Assess student language skills. • Coordinators of Multilingual Education: Oversee the district's multilingual programs. • Bilingual Language Tutors (BLTs): Provide additional language support within classrooms. • Family Engagement: Training opportunities like CAFE conferences empower parents to support their child's language development. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • EL Facilitators: Track student progress and ensure recent newcomers receive the necessary support. • Teacher Evaluation of Language Proficiency (TELP): Provides improved access for teachers to assess student language skills. <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> • Quality Teaching for English Learners (QTEL) will be strengthened, and instructional leadership around the principles will be further developed to support our English learner students who were at the lowest performance level on the ELPI indicator. • We will implement culturally responsive teaching practices and offer targeted language support for our English Learners who were at the lowest performance level on the Chronic Absenteeism Indicator at the 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	following schools: Camino Real Elementary and Mission Middle.				
1.12	<p>Long Term English Learners (LTEL) We will provide further support for long-term English Learners (7 or more years enrolled in the US as an English Learner). TSAs will emphasize strategies to address specific gaps in academic language and literacy skills that LTEL students often face. BLTs will focus on building academic vocabulary, supporting complex text comprehension, and developing advanced writing skills. EL facilitators will also conduct in-depth analysis of progress data to identify areas where students may be plateauing and recommend appropriate interventions. ELA teachers will receive professional development to support designated ELD.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Quality Teaching for English Learners (QTEL) will be strengthened, and instructional leadership around the principles will be further developed to support our long-term English Learner students who were at the lowest performance level on the ELPI indicator. We will implement culturally responsive teaching practices and offer targeted language support for our long-term English learners who were at the lowest performance level on the Chronic Absenteeism Indicator at the following schools: Camino Real Elementary and Mission Middle. 	Yes	Ongoing Implementation	\$5,000.00	\$17,678
1.13	<p>Dual Immersion The district continues to expand its Dual Immersion (DI) Program, providing English-speaking and Spanish-speaking students with the resources necessary to achieve second-language fluency and academic</p>	Yes	Ongoing Implementation	\$9,057,286.00	\$2,756,483

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>success. This commitment includes funding additional teachers to reduce class sizes in Dual Immersion classrooms at Sunnyslope, Stone Ave, Pedley, West Riverside Elementary, Jurupa Middle, and Mira Loma Middle Schools. Additionally, the district supports DI Bilingual Language Tutors and materials for program growth, professional development for DI teachers, and attendance at conferences such as ATDLE.</p>				
1.14	<p>Student Learning, Monitoring and Feedback We will provide comprehensive standards-aligned assessments, robust data analysis, and monitoring tools to optimize student learning outcomes. We achieve this through a dedicated Assessment Annex team, including a Teacher on Special Assignment, support staff, and resources for textbook management and state assessment participation. Additionally, we invest in teacher substitutes to facilitate collaborative teams that analyze student progress data from formative assessments. This allows them to provide targeted feedback and adjust instruction for improved student success.</p> <p>The district prioritizes the disaggregation of assessment data to identify and address the specific learning needs of students experiencing homelessness, ensuring they receive appropriate support and interventions.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Teachers will conduct regular checks for understanding throughout lessons to adjust instruction and provide targeted support for all students at the following schools who were lowest performing on the English Language Arts Indicator: Ina Arbuckle Elementary, Mission Bell Elementary, Mission Middle, and West Riverside Elementary, and for the following students groups who were lowest performing on the ELA indicator: English Learners, Foster Youth, Homeless, and Students with Disabilities. 	Yes	Ongoing Implementation	\$267,000.00	\$85,355

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Patriot High School will specifically monitor and address math performance on Interim Assessment Blocks (IAB) of white students who were in the lowest performing student group on the mathematics indicator. • Teachers will implement a system of data analysis to identify topics requiring additional support for students who performed at the lowest performance level on the mathematics indicator at the following schools: Ina Arbuckle Elementary, Jurupa Middle, Mira Loma Middle, Mission Bell Elementary, Mission Middle, Patriot High, and Rubidoux High. • Teachers will utilize data from the ELPI Dashboard and other assessments to monitor progress and make data-driven decisions to support English Learners who performed at the lowest performance level on the ELPI at the following schools: Glen Avon Elementary, Ina Arbuckle Elementary, Jurupa Valley High, Mira Loma Middle, Pacific Avenue Academy of Music, Rustic Lane Elementary and Sky Country Elementary. <p>This action will help address the foster youth and homeless student groups that scored very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.15	<p>School Site Allocation</p> <p>The school district utilizes the Local Control Funding Formula (LCFF) to determine school site allocations. This formula considers the unduplicated count of English Learners, foster youth, and low-income students within each school. Students in these categories receive additional funding due to their potentially higher academic and support needs. School sites then receive a per-student allocation based on this weighted formula. This system ensures an equitable distribution of</p>	Yes	Fully Implemented	\$7,986,460.00	\$986,502

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	resources that prioritizes support for students with historically underserved backgrounds.				

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
2.2	School attendance rate	All: 92.8% English Learners: 92.8% Foster Youth: 93.3% Homeless Youth: 84.9% Students with Disabilities: 91.1% Source: Student Information System March report	All: 90.6% (-2.2%) English Learners: 90.1% (-2.7%) Foster Youth: 89.6% (-3.7%) Homeless Youth: 80.8% (-4.1%) Students with Disabilities: 88.3% (-2.8%) Source: Student Information System December report	All: 95.8% English Learners: 95.8% Foster Youth: 96.3% Homeless Youth: 90.9% Students with Disabilities: 94.1% Source: Student Information System March report
2.3	Chronic Absenteeism Rate	All Students: 31.1% chronically absent (Yellow) <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 33.3% chronically absent English Learners: 31.1% chronically absent Foster Youth: 30.4% chronically absent District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> Homeless Youth: 61.5% chronically absent Schools with Very High (Red) Indicator: Camino Real Elementary <ul style="list-style-type: none"> All Students: 28.6% chronically absent 	All Students: 24.2% (-6.9%) chronically absent (Yellow) <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 26.4% (-6.9%) chronically absent English Learners: 23.3% (-7.9%) chronically absent Foster Youth: 37.1% (+6.7%) chronically absent District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> Homeless Youth: 55.8% (-5.8%) chronically absent Schools with Very High (Red) Indicator: Camino Real Elementary <ul style="list-style-type: none"> All Students: 17.4% (-11.1%) chronically absent 	All Students: 22.1% chronically absent (Yellow) <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 24.3% chronically absent English Learners: 22.1% chronically absent Foster Youth: 21.4% chronically absent District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> Homeless Youth: 52.5% chronically absent Schools with Very High (Red) Indicator: Camino Real Elementary <ul style="list-style-type: none"> All Students: 19.6% chronically absent

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 36.6% chronically absent English Learners: 30.4% chronically absent Asian Students: 25.7% chronically absent White Students: 28.5% chronically absent <p>Del Sol Academy</p> <ul style="list-style-type: none"> English Learners: 43.3% chronically absent Students with Disabilities: 48.1% chronically absent Two or More Races: 30.6% chronically absent <p>Granite Hill Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 36.8% chronically absent <p>Ina Arbuckle Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 38.5% chronically absent <p>Indian Hills Elementary</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students: 34.5% chronically absent Students with Disabilities: 25.6% chronically absent <p>Jurupa Middle</p> <ul style="list-style-type: none"> White Students: 35.3% chronically absent <p>Mission Middle</p> <ul style="list-style-type: none"> English Learners: 38.3% chronically absent <p>Peralta Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 42.2% chronically absent 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 22.0% (-14.5%) chronically absent English Learners: 21.4% (-9.0%) chronically absent Asian Students: 18.2% (-7.5%) chronically absent White Students: 20.1% (-8.3%) chronically absent <p>Del Sol Academy</p> <ul style="list-style-type: none"> English Learners: 33.7% (-9.7%) chronically absent Students with Disabilities: 28.6% (-19.5%) chronically absent Two or More Races: 18.2% (-12.5%) chronically absent <p>Granite Hill Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 18.4% (-18.4%) chronically absent <p>Ina Arbuckle Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 25.5% (-13.0%) chronically absent <p>Indian Hills Elementary</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students: 24.1% (-10.4%) chronically absent Students with Disabilities: 27.7% (+2.1%) chronically absent <p>Jurupa Middle</p> <ul style="list-style-type: none"> White Students: 27.6% (-7.7%) chronically absent <p>Mission Middle</p> <ul style="list-style-type: none"> English Learners: 34.0% (-4.3%) chronically absent <p>Peralta Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 24.1% (-18.1%) chronically absent 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 27.6% chronically absent English Learners: 21.4% chronically absent Asian Students: 16.7% chronically absent White Students: 19.5% chronically absent <p>Del Sol Academy</p> <ul style="list-style-type: none"> English Learners: 34.3% chronically absent Students with Disabilities: 39.1% chronically absent Two or More Races: 21.6% chronically absent <p>Granite Hill Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 27.8% chronically absent <p>Ina Arbuckle Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 29.5% chronically absent <p>Indian Hills Elementary</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students: 25.5% chronically absent Students with Disabilities: 16.6% chronically absent <p>Jurupa Middle</p> <ul style="list-style-type: none"> White Students: 26.3% chronically absent <p>Mission Middle</p> <ul style="list-style-type: none"> English Learners: 29.3% chronically absent <p>Peralta Elementary</p> <ul style="list-style-type: none"> Students with Disabilities: 33.2% chronically absent

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Stone Avenue Elementary <ul style="list-style-type: none"> • White Students: 33.8% chronically absent Source: Fall 2023 California School Dashboard	Stone Avenue Elementary <ul style="list-style-type: none"> • White Students: 27.1% (-5.0%) chronically absent Source: Fall 2024 California School Dashboard	Stone Avenue Elementary <ul style="list-style-type: none"> • White Students: 24.8% chronically absent Source: Fall 2026 California School Dashboard
2.4	Middle School Dropout Rate	1 Year Dropouts Reported: 11 students (0.4%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 6 students (0.2%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 0 students (0.0%) Source: Fall 1 Certified CALPADS Report 1.24
2.5	High School Dropout Rate	1 Year Dropouts Reported: 108 students (1.9%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 55 students (0.9%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 57 students (1.0%) Source: Fall 1 Certified CALPADS Report 1.24
2.6	Pupil Suspension Rates	All Students: 2.7% suspended at least one day (Yellow) <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 3.0% suspended at least one day • English Learner: 2.6% suspended at least one day • Foster Youth: 6.8% suspended at least one day • Homeless Youth: 4.2% suspended at least one day District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> • American Indian or Alaska Native: 9.5% suspended at least one day Schools with Very High (Red)	All Students: 2.3% (-0.4%) suspended at least one day (Green) <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 2.7% (-0.3%) suspended at least one day • English Learner: 2.3% (-0.3%) suspended at least one day • Foster Youth: 7.3% (+0.5%) suspended at least one day • Homeless Youth: 1.9% (-2.3%) suspended at least one day District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> • American Indian or Alaska Native: 4.8% (-4.8%) suspended at least one day Schools with Very High (Red) Indicator: Ina Arbuckle Elementary: <ul style="list-style-type: none"> • All Students: 0.7% (-3.3%) suspended at least one day 	All Students: 1.8% suspended at least one day (Green) <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 2.1% suspended at least one day • English Learner: 1.7% suspended at least one day • Foster Youth: 4.5% suspended at least one day • -Homeless Youth: 3.3% suspended at least one day District student groups with Very High (Red) Indicator: <ul style="list-style-type: none"> • American Indian or Alaska Native: 4.5% suspended at least one day

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Indicator:</p> <p>Ina Arbuckle Elementary:</p> <ul style="list-style-type: none"> • All Students: 4.0% suspended at least one day • Socioeconomically Disadvantaged: 4.1% suspended at least one day • Hispanic Students: 3.8% suspended at least one day <p>Source: Fall 2023 California School Dashboard</p>	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 0.7% (-3.4%) suspended at least one day • Hispanic Students: 0.7% (-3.1%) suspended at least one day <p>Source: Fall 2024 California School Dashboard</p>	<p>Schools with Very High (Red) Indicator:</p> <p>Ina Arbuckle Elementary:</p> <ul style="list-style-type: none"> • All Students: 3.1% suspended at least one day • Socioeconomically Disadvantaged: 3.2% suspended at least one day • Hispanic Students: 2.9% suspended at least one day <p>Source: Fall 2026 California School Dashboard</p>
2.7	Pupil Expulsion Rates	<p>All Students: 59 Students (0.30%)</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 55 Students (0.3%) • English Learner: 21 Students (0.4%) • Foster Youth: 2 Students (1.0%) • Homeless Youth: 3 Students (1.4%) <p>Source: DataQuest Report 2022-23 Expulsion Rate</p>	<p>All Students: 32 Students (0.20%)</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 31 Students (0.2%) • English Learner: 8 Students (0.1%) • Foster Youth: 0 Students (0%) • Homeless Youth: 0 Students (0%) <p>Source: DataQuest Report 2023-24 Expulsion Rate</p>	<p>All Students: 30 Students (0.15%)</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 28 Students (0.15%) • English Learner: 11 Students (0.2%) • Foster Youth: 0 Students (0.0%) • Homeless Youth: 0 Students (0.0%) <p>Source: DataQuest Report 2025-26 Expulsion Rate</p>
2.8	School Climate Survey: School Safety	<p>How safe do you feel when you are at school? (6th Grade)</p> <p>No, never: 6%</p> <p>Yes, some of the time: 25%</p> <p>Yes, most of the time: 44%</p> <p>Yes, all of the time: 24%</p> <p>Perceived Safety at School</p> <p>Grade 7:</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.**</p> <p>Grades 3 - 6:</p> <p>55% responded favorably to their perception of school safety (+2% from Spring 2024). 51% of English Learner students responded favorably to their perception of school safety.</p>	<p>How safe do you feel when you are at school? (6th Grade)</p> <p>No, never: 3%</p> <p>Yes, some of the time: 22%</p> <p>Yes, most of the time: 47%</p> <p>Yes, all of the time: 27%</p> <p>Perceived Safety at School</p> <p>Grade 7:</p>

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<ul style="list-style-type: none"> • Very Safe: 12% (EL: 16%, FY: 17%) • Safe: 43% (EL: 37%, FY: 41%) • Neither safe nor unsafe: 25% (EL: 40%, FY: 36%) • Unsafe: 6% (EL: 5%, FY: 3%) • Very unsafe: 4% (EL: 2%, FY: 3%) <p>Grade 9:</p> <ul style="list-style-type: none"> • Very Safe: 13% (EL: 12%, FY: 11%) • Safe: 43% (EL: 38%, FY: 43%) • Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) • Unsafe: 3% (EL: 1%, FY: 6%) • Very unsafe: 4% (EL: 5%, FY: 9%) <p>Grade 11:</p> <ul style="list-style-type: none"> • Very Safe: 13% (EL: 9%, FY: 14%) • Safe: 48% (EL: 48%, FY: 36%) • Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) • Unsafe: 3% (EL: 1%, FY: 0%) • Very unsafe: 1% (EL: 1%, FY: 4%) <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<ul style="list-style-type: none"> • Grade 3: 49% • Grade 4: 55% • Grade 5: 58% • Grade 6: 58% <p>Grades 7 - 12: 53% responded favorably to their perception of school safety (+4% from Spring 2024). 51% of English Learner students responded favorably to their perception of school safety.</p> <ul style="list-style-type: none"> • Grade 7: 54% • Grade 8: 50% • Grade 9: 58% • Grade 10: 53% • Grade 11: 50% • Grade 12: 52% <p>Source: Fall 2024 Panorama Student Survey</p>	<ul style="list-style-type: none"> • Very Safe: 14% (EL: 18%, FY: 19%) • Safe: 46% (EL: 40%, FY: 44%) • Neither safe nor unsafe: 25% (EL: 40%, FY: 36%) • Unsafe: 3% (EL: 2%, FY: 1%) • Very unsafe: 2% (EL: 0%, FY: 0%) <p>Grade 9:</p> <ul style="list-style-type: none"> • Very Safe: 15% (EL: 14%, FY: 13%) • Safe: 44% (EL: 39%, FY: 44%) • Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) • Unsafe: 2% (EL: 1%, FY: 6%) • Very unsafe: 2% (EL: 2%, FY: 6%) <p>Grade 11:</p> <ul style="list-style-type: none"> • Very Safe: 15% (EL: 11%, FY: 16%) • Safe: 48% (EL: 48%, FY: 36%) • Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) • Unsafe: 1% (EL: 0%, FY: 0%) • Very unsafe: 1% (EL: 0%, FY: 3%) <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>
2.9	School Climate Survey: School Connectedness	Average reporting "Yes, most of the time" or "Yes, all of the time"	**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the	Average reporting "Yes, most of the time" or "Yes, all of the time"

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Grade 6: 66%</p> <p>Grade 7: 53%</p> <ul style="list-style-type: none"> • English Learner: 52% • Foster Youth: 53% <p>Grade 9: 49%</p> <ul style="list-style-type: none"> • English Learner: 52% • Foster Youth: 42% <p>Grade 11: 55%</p> <ul style="list-style-type: none"> • English Learner: 52% • Foster Youth: 46% <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>Panorama student surveys.**</p> <p>Grades 3 - 6: 55% responded favorably to their perception of a sense of belonging (-5% from Spring 2024). 56% of English Learner students responded favorably to their perception of a sense of belonging.</p> <ul style="list-style-type: none"> • Grade 3: 62% • Grade 4: 59% • Grade 5: 55% • Grade 6: 47% <p>Grades 7 - 12: 38% responded favorably to their perception of a sense of belonging (+5% from Spring 2024). 37% of English Learner students responded favorably to their perception of a sense of belonging.</p> <ul style="list-style-type: none"> • Grade 7: 43% • Grade 8: 40% • Grade 9: 37% • Grade 10: 35% • Grade 11: 34% • Grade 12: 39% <p>Source: Fall 2024 Panorama Student Survey</p>	<p>Grade 6: 76%</p> <p>Grade 7: 63%</p> <ul style="list-style-type: none"> • English Learner: 62% • Foster Youth: 63% <p>Grade 9: 59%</p> <ul style="list-style-type: none"> • English Learner: 62% • Foster Youth: 52% <p>Grade 11: 65%</p> <ul style="list-style-type: none"> • English Learner: 62% • Foster Youth: 56% <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>
2.10	School Climate Survey: Caring Adult Relationships	<p>Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time"</p> <p>Grade 6: 67%</p> <p>Grade 7: 57%</p> <p>Grade 9: 51%</p> <p>Grade 11: 59%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.**</p> <p>Grades 3 - 6: 66% responded favorably to their perception of strong teacher-student relationships (-4% from Spring 2024). 64% of English Learner students responded favorably on their perception of strong teacher-student relationships.</p> <ul style="list-style-type: none"> • Grade 3: 69% • Grade 4: 68% • Grade 5: 68% 	<p>Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time"</p> <p>Grade 6: 77%</p> <p>Grade 7: 67%</p> <p>Grade 9: 61%</p> <p>Grade 11: 69%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<ul style="list-style-type: none"> Grade 6: 60% <p>Grades 7 - 12: 46% responded favorably to their perception of strong teacher-student relationships (+1% from Spring 2024). 45% of English Learner students responded favorably to their perception of strong teacher-student relationships.</p> <ul style="list-style-type: none"> Grade 7: 53% Grade 8: 46% Grade 9: 42% Grade 10: 43% Grade 11: 45% Grade 12: 50% <p>Source: Fall 2024 Panorama Student Survey</p>	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Supplemental Transportation Students will be provided with supplemental transportation services, including home-to-school commutes and extended services for various activities. Bus drivers will receive comprehensive training, including Behavior Social-Emotional Learning (SEL). Regular maintenance and safety measures, such as onboard cameras, will be maintained for all buses.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> We will expand our transportation options for our homeless youth to include bus passes and developing partnerships with community organizations to assist with transportation to and from school due to homeless youth being eligible for Differentiated Assistance in Chronic Absenteeism. 	Yes	Ongoing Implementation	\$1,496,764.00	\$432,676

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Multi-Tiered System of Supports Tier 1 Interventions: These are universal interventions implemented school-wide for all students.</p> <p>They include:</p> <ol style="list-style-type: none"> 1. MTSS behavioral interventions and support implementation 2. Site support for teaching social skills, digital citizenship, and promoting Social and Emotional Learning (SEL) 3. Trauma-informed care training, Restorative Practices, and Applied Suicide Intervention (ASIST) Professional Development 4. Positive Behavior Intervention and Support (PBIS Coordinator) stipends 5. Site-based resources for Tier I behavioral implementation 6. Common Sense Media 7. Social-emotional learning, including curriculum, programs, and classroom presentations by school mental health therapists and graduate-level interns to support the social and emotional learning program 8. Panorama Student Surveys - support for student SEL, attendance, behavior, and academics 9. Support Equity Plan with Equity Committee meetings 10. District and site-based attendance teams 11. Student Peer Leadership training 12. Supplemental costs are to allow consistent resident substitutes at sites to support student connectedness. 13. 4.0 Teachers on Special Assignments - Student Management and Accountability at each middle school and Del Sol Academy. <p>Tier 2 and 3 Interventions: These are targeted interventions for students needing additional support beyond Tier 1.</p> <p>They include:</p> <ol style="list-style-type: none"> 1. Mental Health/Mentoring referrals to provide individual student support through a student assistance program 2. Student support groups to address social skills, trauma, grief, and coping skills 3. Focus on outreach to our Homeless and Foster Youth 	Yes	Ongoing Implementation	\$1,639,674.00	\$234,476

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>4. Wellness Centers (secondary sites) and Calming Corners (elementary sites)</p> <p>5. RCOE partnership for MTSS Tiered Support</p> <p>6. Student Youth Court and Restorative Practices: providing training and materials to students, utilizing case management software for support services, supplying necessary materials, and training volunteers to serve as peer mediators at each school site, all aimed at expanding alternatives to suspension and expulsion.</p> <p>Tier 1 interventions aim to create a safe, supportive, and inclusive school environment for all students. By addressing social-emotional needs, promoting positive behavior, and fostering a sense of belonging, these interventions can help reduce barriers to attendance for students experiencing homelessness, who often face challenges related to stability and well-being.</p> <p>By implementing Tier 1 interventions like restorative practices and Positive Behavior Intervention and Support (PBIS), the district can address student behavior proactively, focusing on conflict resolution and positive reinforcement. This approach can be particularly helpful for American Indian students who may benefit from alternative methods of addressing behavioral issues compared to traditional disciplinary actions.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> • Social-emotional learning programs will be integrated to address the unique challenges experienced by English Learners, Foster Youth, Homeless Youth, and Students with Disabilities who were at the lowest performance level on the English Language Arts Indicator. • We will support the further implementation of culturally responsive teaching practices that acknowledge and value diverse backgrounds and experiences for the following schools that performed at the lowest performance level on the mathematics indicator overall: Ina Arbuckle Elementary, Jurupa Middle, Mira Loma Middle, Mission Bell Elementary, Mission Middle, Patriot High, and Rubidoux High and for the following student groups that performed at the lowest level across the 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>district on the mathematics indicator: socioeconomically disadvantaged, English Learners, Foster Youth, homeless, African American and Hispanic students.</p> <ul style="list-style-type: none"> • A data-driven team will analyze attendance patterns to identify the root causes of absenteeism at Camino Real Elementary, which has the lowest performance level on the Chronic Absenteeism indicator. • Further emphasis will be placed on ensuring Individualized Education Plans (IEPs) address attendance concerns to support Students with Disabilities who were in the lowest performance level on the Chronic Absenteeism indicator. • Attendance data will be disaggregated by all attendance teams across the district homeless youth due to homeless youth being in the lowest performance level on the Chronic Absenteeism indicator and will be disaggregated by the following student groups at specific school sites due to the lowest performance level on the Chronic Absenteeism Indicator: Socioeconomically Disadvantaged (Camino Real Elementary, Indian Hills Elementary), English Learners (Camino Real Elementary, Del Sol Academy, and Mission Middle), Asian (Camino Real Elementary), White (Camino Real Elementary, Jurupa Middle, and Stone Avenue Elementary), Students with Disabilities (Del Sol Academy, Granite Hill Elementary, Ina Arbuckle Elementary, Indian Hills Elementary, and Peralta Elementary), and Multiple Races (Del Sol Academy). • We will conduct a root cause analysis to identify factors contributing to disproportionate suspensions and will further enhance PBIS implementation at Ina Arbuckle Elementary due to their lowest performance level on the Suspension Indicator and a specific focus on socioeconomically disadvantaged and Hispanic students at Ina Arbuckle Elementary who were in the lowest performance level on the suspension indicator. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Athletics Program Athletics programs provide 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"> 1. High School Athletic budgets for events, security, buses, uniforms, trainers, and athletic supplies (3 @ \$110,000) 2. Helmet and shoulder pad replacement 3. Athletic uniform replacement cycle 4. Athletic Directors at three high schools 5. Assistant Coaching positions per high school 6. Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities 	Yes	Ongoing Implementation	\$1,901,218.00	\$271,410
2.4	<p>Student Wellness and Safety 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 is needed to develop a comprehensive plan for emergency response, threat assessments, and supplemental emergency supplies. Safety support for a single entry point includes the Raptor visitor management system implemented at each school to screen every visitor instantly. Additional staffing to support safe school campuses includes activity and campus supervisors and 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"> 1. School Resource Officers will serve as members of the site-based attendance teams, specifically providing support for Foster Youth to improve school attendance and reduce chronic absenteeism, such as through home visits and wellness checks. 	Yes	Ongoing Implementation	\$6,793,893.00	\$1,712,557

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>2. Activity supervisor and Crossing guard allocations at sites, with an additional Campus Supervisor and Activity Supervisor at Del Sol Academy.</p> <p>3. Emergency supplies provided based on site-based needs (includes safety backpacks, Interquest Detection Canines, and district safety plans shared and developed in conjunction with Riverside County Sheriffs Department, Jurupa Valley Station, CPI, and CPR training)</p> <p>4. Bus GPS and safety cameras</p> <p>5. Raptor visitor management system with ID badge system</p> <p>6. Safety/Campus supervision training for campus and activity supervisors</p> <p>7. Contract with the district's liability carrier to provide Active Shooter training to all schools and district office locations</p> <p>8. CPR/First Aid/AED training</p> <p>9. Crossing Guard Training</p> <p>10. Certificated Site Safe Coordinators training with the Sheriff's Department, Riverside County Emergency Management (EMD), and the City of Jurupa Valley CERT liaison</p> <p>Behavioral Health services, including counseling and case management, rehabilitative services, and peer support, are provided to all students.</p> <p>Health Care Aides (HCAs) are at every site to support parent and student referrals and access to health and immunization support. They act as liaisons to connect the most vulnerable students and families to mental and physical health services and resources through PICO. An additional District Nurse will be needed to support Health Care Aides.</p>				

Goal 3

Goal Description

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Efforts to seek parent input in decision-making LCFF Priority 3	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	The 2024-25 Self Reflection Tool will be completed in the Spring and reported on the 2025-26 LCAP.	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool
3.2	Efforts to seek parent input in decision-making for unduplicated pupils (Socioeconomically Disadvantaged, English Learner, Foster Youth) LCFF Priority 3	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	The 2024-25 Self Reflection Tool will be completed in the Spring and reported on the 2025-26 LCAP.	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool
3.3	Efforts to seek parent input in decision-making for individuals with exceptional needs. LCFF Priority 3	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	The 2024-25 Self Reflection Tool will be completed in the Spring and reported on the 2025-26 LCAP.	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.4	Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who strongly agree or agree that "this school encourages me to be an active partner with the school in educating my child" Overall: 84% Parent of Low-Income Student: 82% Parent of English Learner: 93% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents responded favorably to the question, "This school encourages parents to be an active partner with the school in educating my child." Overall: 90.7% Elementary: 93.3% Middle: 80.6% High: 83.7% Source: 2024-25 District LCAP Parent Survey, December 2024 **The CalSCHLS survey is no longer administered to parents**	The percentage of parents who strongly agree or agree that "this school encourages me to be an active partner with the school in educating my child" 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027
3.5	Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement" 93% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff responded favorably to the question, "My school encourages parental involvement (engagement events, volunteerism, etc.)." Overall: 91.9% Elementary: 94.9% Middle: 89.6% High: 85.9% Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to staff**	The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement" 96% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027
3.6	Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class." Overall: 82% Parent of Low-Income Student: 81% Parent of English Learner: 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents responded favorably to the question, "Teachers communicate with parents about what students are expected to learn in class." Overall: 89.8% Elementary: 94.2% Middle: 78.3% High: 76.1% Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to parents**	The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class." 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.7	Parent & Family Engagement: California School Staff Survey LCFF Priority 3	<p>The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>92%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>The percentage of staff responded favorably to the question, "My school effectively communicates with parents/guardians regarding student progress."</p> <p>Overall: 91.2% Elementary: 93.1% Middle: 91.8% High: 86.2%</p> <p>Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to staff**</p>	<p>The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>95%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>
3.8	Parent interaction with district and site-level communication LCFF Priority 3	<p>9% of parents interacted with district and school-based communication</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> • 83 District Posts • 1,112 School Posts • 1,539 Class Posts • 257 Group Posts <p>Source: Year-to-Date, December 2023, ParentSquare</p>	<p>14% of parents interacted with district and school-based communication</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> • 83 District Posts • 1,334 School Posts • 1,562 Class Posts • 235 Group Posts <p>Source: Year-to-Date, January 2025, ParentSquare</p>	<p>40% of parents interacted with district and school-based communication</p> <p>Communication Distribution:</p> <ul style="list-style-type: none"> • 83 District Posts • 2,000 School Posts • 3,000 Class Posts • 400 Group Posts <p>Source: Year-to-Date, December 2026, ParentSquare</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Parent and Community Opportunities</p> <p>Professional Development will be provided on customer service and welcoming environment for all office staff (with site-level goal setting to the welcoming and engaging environment), including Classified and Certificated substitutes and hourly; provide opportunities for classified staff to participate in job-alike conferences; Strengthening Families Framework training provided to</p>	Yes	Ongoing Implementation	\$25,000.00	\$24,161

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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; and Restorative Practices training for all front office staff.</p> <p>District and Site-based parent training will be provided, such as California State Standards, English Language Development, Report Cards, Bullying Prevention, Art Fairs, Nutrition Classes, Career Day, Wellness and Preventative Health Care Workshops, Technology Workshops, Math nights, College Systems, FAFSA/CADAA, College Application process, Mental Health, Healthy Relationships, Health Fairs, 100 Mile Club, and Strengthening Families.</p> <p>Shared leadership training, such as jTEP and Watch Dogs, will be provided to enhance parents' understanding of their roles and responsibilities. We also have various committees such as the District Advisory Council, District English Learner Advisory Council, African American Parent Advisory Council, Partners for Inclusive Education, Educational Partnership Equity Committee, English Learner Advisory Council, and School Site Council. Additionally, we will offer training for PTA/O and Booster organizations.</p> <p>Required action based on student performance:</p> <ul style="list-style-type: none"> Camino Real Elementary will further enhance the relationships between students, teachers, and families to foster a sense of belonging and support because the school is at the lowest performance level on the Chronic Absenteeism indicator. 				
3.2	<p>Parent Center The Parent Center will serve as a one-stop location for parents to enroll and register their students. This center will support various services including assessment, Dual Immersion enrollment, free-reduced lunch, transportation, and intra-district transfers. The aim is to</p>	Yes	Ongoing Implementation	\$498,615.00	\$205,529

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>connect parents and students to the appropriate district and community resources. The Parent Center will be staffed with Translator Clerk Typists who will receive professional development on registration, creating a welcoming environment, understanding district programs, new enrollment procedures, and applications. They will play a crucial role in supporting the Parent Center. In addition to the Translator Clerk Typists, a Parent Center Specialist will be on hand to support transfers, enrollment, parent needs, and special situations. This specialist will be an essential resource for addressing unique circumstances and ensuring that all parents receive the support they need. The Parent Center will be equipped with the necessary furniture, materials, and supplies to create a comfortable and efficient environment for parents.</p>				
3.3	<p>Communication Outreach The Department of Strategic Communications, with its Director of Communication, Communications Specialist, and Communications Assistant team, supports learning without limits by routinely sharing information with students, families, educators, and the community. It uses various communication channels, including the ParentSquare notification system, social media, the district website, the Superintendent's Monthly Minute, and The Horizon e-newsletter. These platforms keep the community updated on district news, events, classroom activities, and inspiring stories and celebrate achievements districtwide. The department also ensures the site and district website are up-to-date and easily accessible, fostering a strong connection between all educational partners.</p> <p>Required actions based on student performance:</p> <ul style="list-style-type: none"> Emphasis will be placed on ensuring consistency in supporting students' ELA development at home and in school through increased communication due to students performing at the lowest performance level on ELA indicator at the following schools: Ina Arbuckle Elementary, Mission Bell 	Yes	Ongoing Implementation	\$516,816.00	\$192,729

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Elementary, Mission Middle, West Riverside Elementary.				
3.4	<p>Parent Involvement and Community Outreach (PICO) The Parent Involvement & Community Outreach (PICO) will empower individuals, families, and communities by promoting parental advocacy for children's education, providing resources and services to enhance child development and school readiness, and fostering collaborations with community organizations to build a healthier, connected community. PICO will provide families with resources to build resilience, foster positive parent-child relationships, and support student's academic success by connecting families to services and building a community network of support and partnerships. They will provide training and support to parent leaders, implementing the Strengthening Families Framework and the Whole School, Whole Community, Whole Child Framework. The organization comprises various staff members, including the Director of Parent Involvement & Community Outreach, Administrative Secretary, Coordinator of Community Schools, Social Worker- Community-Based Services, Behavioral Health Peer Specialist II, Outreach Workers, Translator Clerk Typist, Behavioral Health Clinical Supervisor, Behavioral Health Therapists, Behavioral Health Associates, Behavioral Health Peer Specialist I, Parent Engagement Coordinator, Assistant Parent Engagement Coordinator, Secretary/ Account Clerk, and several Outreach Workers.</p> <p>Required action based on student performance:</p> <ul style="list-style-type: none"> We will prioritize addressing homeless youth students' needs for food, clothing, and hygiene to support homeless youth school attendance due to their lowest performance on the Chronic Absenteeism indicator and being eligible for Differentiated Assistance. 	Yes	Ongoing Implementation	\$720,675.00	\$254,922

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Nueva Vista Continuation High School: By the end of the 2024-25 school year, English Learners will receive academic and language development support to improve progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) and all students will increase their preparedness towards College and Career indicators as measured by the CCI Dashboard indicator.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Percentage of English Learners making progress towards English proficiency (ELPI)	English Learners: Very Low (Red) 12.3% making progress English Learner Progress Indicator (ELPI), California Dashboard, Fall 2023	English Learners: Very Low (Red) 16.3% (+4.0%) making progress English Learner Progress Indicator (ELPI), California Dashboard, Fall 2024	English Learners: Very Low (Orange) 21.3% making progress English Learner Progress Indicator (ELPI), California Dashboard, Fall 2026
4.2	College-Career Indicator	All: 2.7% prepared for college career (very low) Socioeconomically Disadvantaged: 2.8% (very low) English Learners: 5.9% (very low) Students with Disabilities: 1.9% (very low) Hispanic: 2.9% (very low) CCI Indicator, California Dashboard, Fall 2023	All: 5.5% (+2.8%) prepared for college career (Orange) Socioeconomically Disadvantaged: 5.2% (+2.4%) (Orange) English Learners: 4.3% (-1.6%) (Red) Students with Disabilities: 10.7% (+8.9%) (Low) Hispanic: 4.7% (+1.7%) (Red) CCI Indicator, California Dashboard, Fall 2024	All: 11.7% prepared for college career (low) Socioeconomically Disadvantaged: 11.8% (low) English Learners: 14.9% (low) Students with Disabilities: 10.9% (low) Hispanic: 11.9% (low) CCI Indicator, California Dashboard, Fall 2026

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	English Learner Supports Nueva Vista Continuation High is committed to providing comprehensive support to English Learner students. This support will include: <ul style="list-style-type: none"> Supplemental Bilingual Language Tutor (BLT) support to enhance language development and academic success. Professional development for teachers through conference attendance, ensuring they have 	No	Ongoing Implementation	\$116,000.00	\$10,039

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>the most up-to-date strategies for working with EL students.</p> <ul style="list-style-type: none"> • Information and resources shared with all staff to foster a school-wide culture that understands and supports the needs of English Learners. • Additional supplies, materials, and resources for classroom instruction and the library create a richer learning environment. • Equipment and technology (such as color printers and poster makers) to enhance instruction, boost student engagement, and address social-emotional learning (SEL) needs. • Online programs and resources that provide differentiated instruction and engaging learning experiences. • Incentives to improve student engagement, focused on academic achievement, attendance, behavior, and participation. • Substitute coverage to enable teachers to attend professional development and conferences and have dedicated time for planning and collaboration focused on EL student success. <p>We believe this multifaceted approach will empower our English Learner students to reach their full potential and thrive in our school community.</p>				
4.2	<p>Preparedness for College and Career Nueva Vista Continuation High recognizes the diverse needs of English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. To support their academic achievement and access to CTE pathways, we're implementing the following services:</p> <ul style="list-style-type: none"> • Extended Learning Opportunities (ELO) provide scaffolded instruction and credit recovery options outside regular school hours. These opportunities will be tailored to support 	No	Ongoing Implementation	\$411,358.00	\$142,170

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>the specific needs of our target student populations.</p> <ul style="list-style-type: none"> • Professional development for teachers via conferences to ensure they are equipped with the best strategies to support diverse learners, with a special focus on the needs of ELs, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. • Sharing information and resources across all staff and departments to promote a collaborative approach and inclusive learning environment. • Additional supplies, materials, and resources that target the learning needs of our student groups, enhancing classroom instruction and the library. • Equipment and technology (like color printers and poster makers) to enhance lessons, boost engagement, and address social-emotional learning needs for all student groups. • Online programs and resources to differentiate instruction and provide engaging learning experiences. • Field trips designed to broaden students' perspectives, support classroom learning, and introduce them to potential college and CTE pathways relevant to their interests. • Incentives for positive student outcomes include recognizing improved academic achievement, attendance, behavior, and participation among all student groups. • Substitute coverage to allow teachers to participate in professional development, attend conferences, and have dedicated time for planning and collaboration focused on the success of ELs, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. • An Assistant Principal will oversee the implementation of ELOs, manage substitute coverage, and collaborate with teachers to track student progress and identify areas for additional support. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> A School Counselor will provide individual and group counseling sessions focused on college and career exploration. The counselor will help students develop academic plans, understand college entrance requirements, navigate the application process, and identify scholarship opportunities. The counselor will also promote CTE awareness and help students connect their interests and skills with potential career paths. 				

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	263,477,443	263,288,539
LCFF Supplemental/Concentration Grants	66,522,328	66,193,034