



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jurupa Unified School District

CDS Code: 33670900000000

School Year: 2024-25

LEA contact information:

Trenton Hansen, Ph.D.

Superintendent

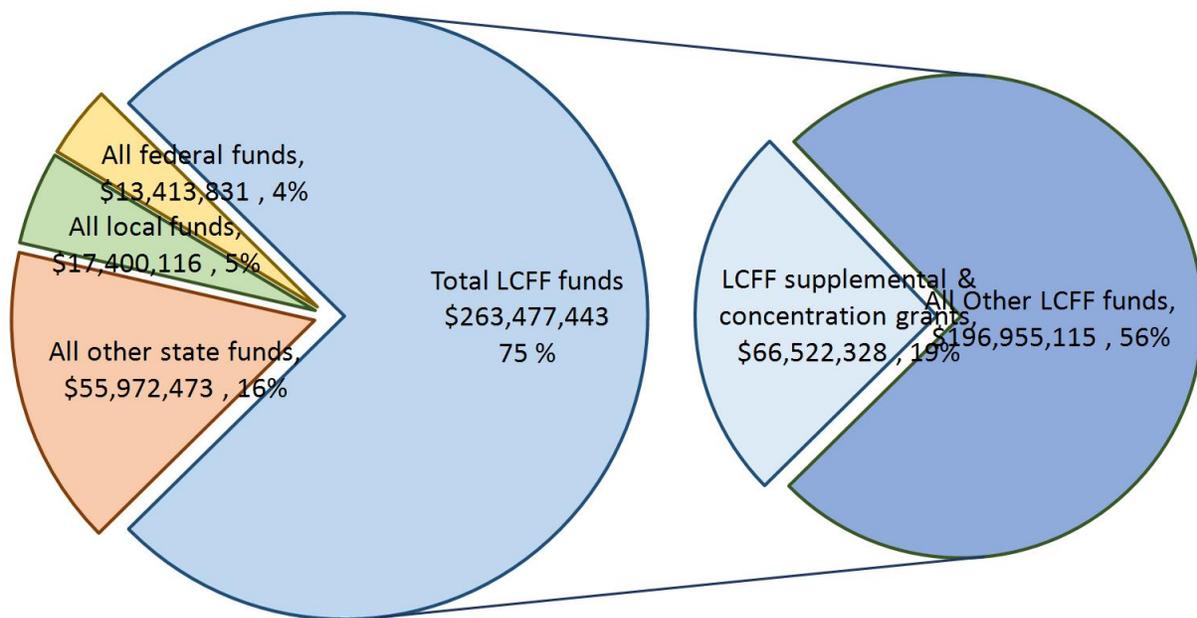
JUSD.Superintendent@jUSD.k12.ca.us

951-360-4100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

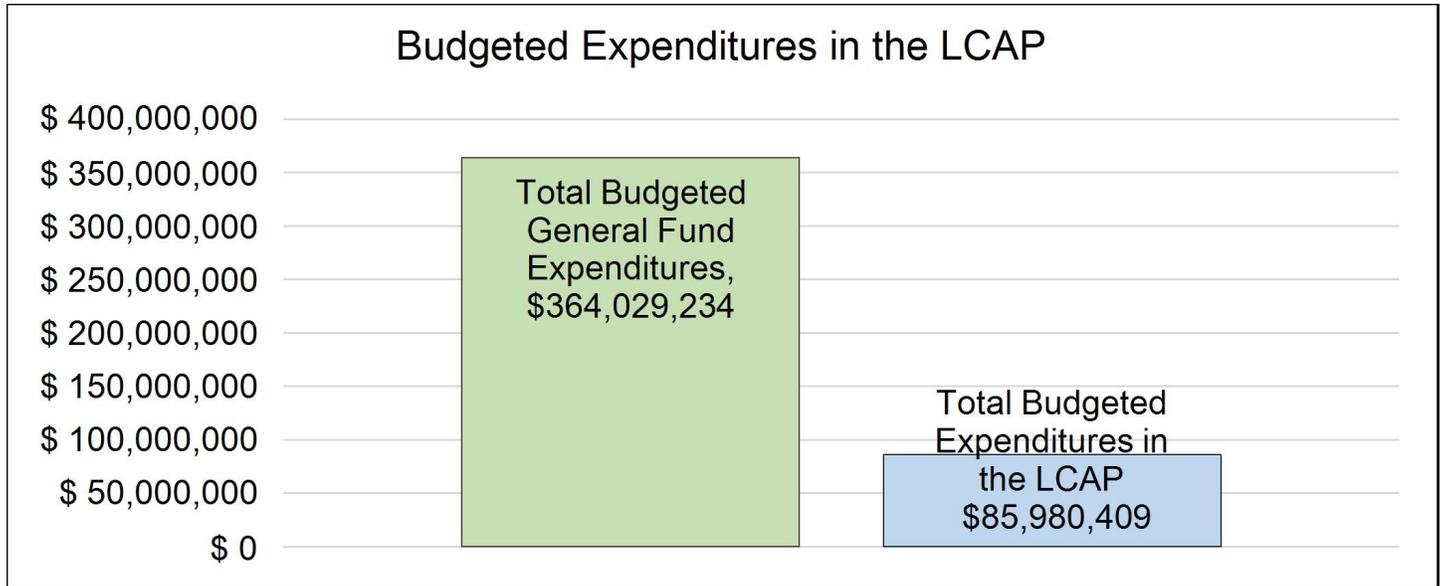


This chart shows the total general purpose revenue Jurupa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jurupa Unified School District is \$350,263,863, of which \$263,477,443 is Local Control Funding Formula (LCFF), \$55,972,473 is other state funds, \$17,400,116 is local funds, and \$13,413,831 is federal funds. Of the \$263,477,443 in LCFF Funds, \$66,522,328 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Jurupa Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jurupa Unified School District plans to spend \$364,029,234 for the 2024-25 school year. Of that amount, \$85,980,409 is tied to actions/services in the LCAP and \$278,048,825 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

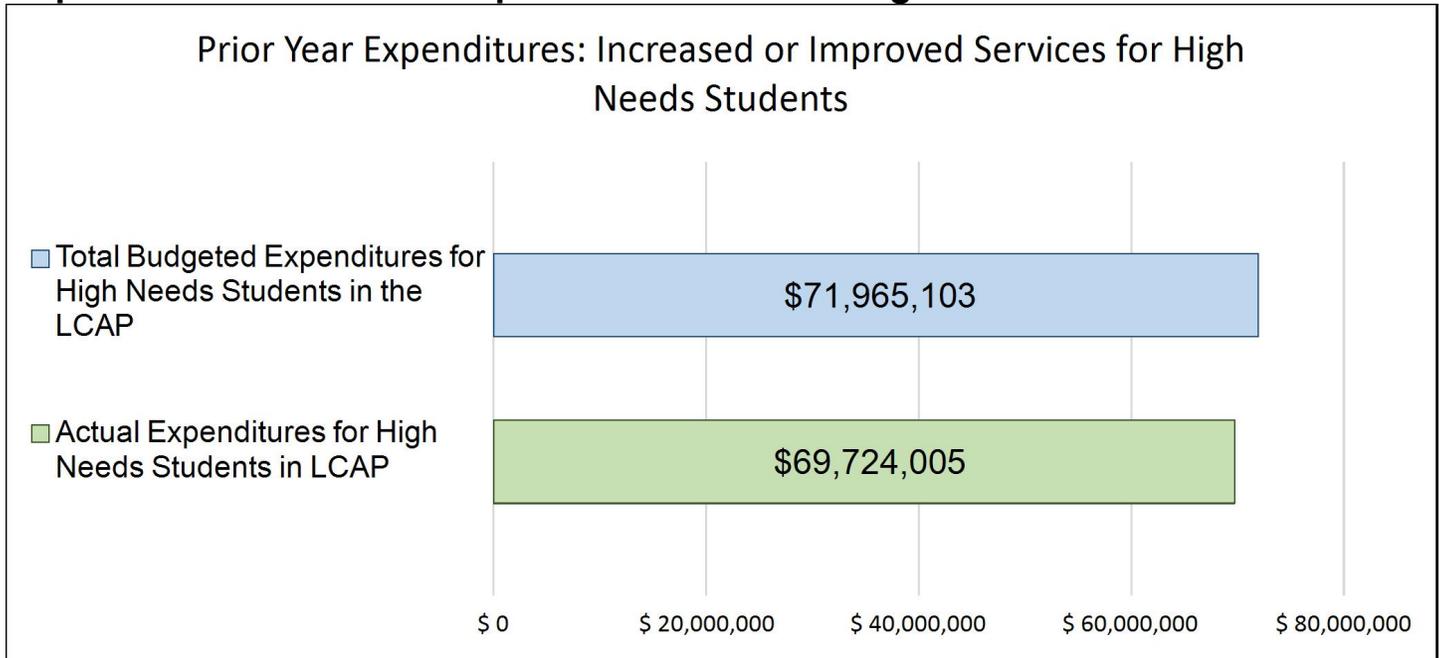
These expenditures may include but are not limited to: regular and special education K-12 instruction and related activities, administrative and pupil support, transportation, and payments related to the construction, maintenance, and operations of all district owned K-12 facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Jurupa Unified School District is projecting it will receive \$66,522,328 based on the enrollment of foster youth, English learner, and low-income students. Jurupa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jurupa Unified School District plans to spend \$73,326,413 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Jurupa Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Jurupa Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Jurupa Unified School District's LCAP budgeted \$71,965,103 for planned actions to increase or improve services for high needs students. Jurupa Unified School District actually spent \$69,724,005 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-2,241,098 had the following impact on Jurupa Unified School District's ability to increase or improve services for high needs students:

In response to the California budget uncertainty, we carefully reviewed spending for the 2023-24 school year. We reduced expenditures for non-essential materials and supplies. This allowed us to prioritize maintaining essential personnel and direct services supporting our high-needs students. While some planned actions may have been scaled back, our focus remained on providing the most critical support services to ensure the best possible outcomes for our high-needs learners.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| 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 |

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | All students will be college and career ready. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|--|---|
| P1: Teachers are appropriately assigned and fully credentialed in subject area | <p>Based on current personnel records, all teachers are fully credentialed outside of:</p> <p>7 interns (1 Elementary, 5 SE, 1 Math). 4 Short term Staff Permits (1 Elementary, 1 Math, 1 Science, 1 SE)</p> <p>All interns have met Subject Matter Competency and are also equitably distributed.</p> <p>(May, 2020 Personnel Data)</p> | <p>Based on current personnel records, all teachers are fully credentialed outside of:</p> <p>16 interns (3 Elementary, 2 English, 11 Special Education)</p> <p>6 Short-Term Staff Permits (3 Special Ed., 3 Elementary)</p> <p>All interns have met intern certification requirements and are equitably distributed.</p> <p>(May, 2022 Personnel Data)</p> | <p>Based on current personnel records, all teachers are fully credentialed outside of:</p> <p>17 Interns (7 Elementary, 2 High School, 1 Middle School, 7 Special Education)</p> <p>4 Short Term Staff Permits (all Elementary)</p> <p>All interns have met Subject Matter Competency or were under exception through Governor's executive order and are also equitably distributed.</p> | <p>Based on current personnel records, all teachers are fully credentialed outside of:</p> <p>17 Interns (10 Elementary, 1 High School, 6 Special Education)</p> <p>2 Short Term Staff Permits (all Elementary)</p> <p>2 Emergency CLAD Permits required for their ELD assignment</p> <p>5 Emergency Bilingual Authorization Permits in Spanish</p> <p>2 Waivers for the Bilingual Authorization in Spanish</p> <p>1 Waiver for an English Learner</p> | Teachers are appropriately assigned and fully credentialed in subject area outside of 2 interns (May, 2024 Personnel Data) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|---|---|
| | | | (April 2023 Personnel Data) | <p>Authorization w/a CTE credential</p> <p>All interns have met Subject Matter Competency and are also equitably distributed.</p> <p>(January 2024 Personnel Data)</p> | |
| P1: Pupils have sufficient access to standards-aligned instructional materials | <p>Based on current positive sufficiency William’s reports and purchase requisitions for new materials, all required instructional materials have been purchased. (September, 2020 Williams Report and Requisitioned Purchases)</p> | <p>All core textbooks and related science materials have been received or are accessible to each JUSD student. New textbook adoptions for elementary science (K-6) and high school sciences (Earth Space, Chemistry, AP Chemistry, Physics, AP Physics) are currently being adopted for implementation during the 2022-2023 school year.</p> <p>Twenty-one elementary teachers are involved in the pilot and each high school as a</p> | <p>All core textbooks and related science materials have been received and are accessible to each JUSD student and on September 12, 2022, JUSD Clerk of the Board, Robert Garcia, signed Resolution #2023/08. This resolution signifies all 2022-2023 students have sufficient materials for learning and that JUSD has met William’s compliance requirements.</p> <p>Nearly 60 elementary teachers and 50 high school teachers engaged in various</p> | <p>All core textbooks and related science materials have been received and are accessible to each JUSD student and on September 11, 2023, JUSD Clerk of the Board, Joseph Navarro, signed Resolution #2024/08. This resolution signifies all 2023-2024 students have sufficient materials for learning and that JUSD has met William’s compliance requirements.</p> | <p>Provided all required K-12 standards-aligned instructional materials to meet requirements of Williams Report (May, 2024 Williams Report)</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|--|---|------------------------------------|---|
| | | <p>representative piloting the high school science pilots. The final selections are scheduled to go to the JUSD Instructional Council for approval and then to the JUSD Board for approval to move forward with the recommendations in April, 2022.</p> <p>Furthermore, on September 13, 2021, JUSD Board President, Karen Bradford, signed Resolution #2022/09 indicating all 2021-2022 students have sufficient materials for learning and which also verifies JUSD has met William's compliance requirements.</p> | <p>subject/grade specific pilot teams and participated in the robust process. On March 31, the JUSD Board of Education approved the teacher teams' recommendations and voted to purchase the recommended textbooks. The new textbook adoptions include elementary math and social studies (TK-6) and secondary math, health, world languages, and social studies are currently being adopted for implementation during the 2023-2024 school year. Teacher professional development is currently being scheduled to prepare teachers for the upcoming school year and will continue throughout the year.</p> | | |
| P2: Implementation of state board adopted | 86.56% Strongly Agree or Agree | A shift to a new platform with new | 64% responded favorably to the LCAP | A shift to a new platform with new | 90% of teacher's self-report mastery of |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|--|--|
| content and performance standards with all students | Based on teacher self-reporting on the LCAP staff survey, the 2021 LCAP Staff Survey shows slight increase in response to question on survey. (April, 2021 LCAP Staff Survey) | topics and questions for the LCAP survey occurred. The intent of the question remained the same, but the response was recorded differently 61% responded favorably to the LCAP question "How supportive has the school been of your professional growth" (March 2022 LCAP Teacher Survey) | question "How supportive has the school been of your professional growth" (March 2023 LCAP Teacher Survey) | topics and questions for the LCAP survey occurred. This question is no longer surveyed. | California Standards curriculum (May, 2024 LCAP Staff Survey) |
| P2: Teacher Evaluation of Language Proficiency | 100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to interact in meaningful ways and learning about how English works. (May, 2021 TELP report) | JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learning about how English works and to ensure access to CCSS and ELD standards. (May, 2022 TELP report) | JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learn how English works, and ensure access to CCSS and ELD standards. (May 2023 TELP report) | JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher at the secondary level) on English language proficiency, including the ability to interact in meaningful ways, learn how English works, and ensure access to CCSS and ELD standards. (1st Semester 2023 TELP report) | 100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to interact in meaningful ways and learning about how English works. (May, 2024 TELP report) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|---|---|
| P8: Other Student Outcomes - NWEA ELA (Grades K-6) | <p>District: Exceeded: 7.1% Met: 17.2% Nearly Met: 23.5% Not Met: 52.2%</p> <p>EL Exceeded: 0.6% Met: 5.4% Nearly Met: 14.5% Not Met: 79.7%</p> <p>(NWEA, Spring Administration, 2021-2022)</p> | Implemented in 2021-2022 school year. | <p>District: Exceeded: 5.9% Met: 16% Nearly Met: 26.3% Not Met: 51.7%</p> <p>EL Exceeded: 0.8% Met: 5.7% Nearly Met: 19.9% Not Met: 73.7%</p> <p>(NWEA, Spring Administration, 2022-2023)</p> | <p>District: Exceeded: 6.4% Met: 17.3% Nearly Met: 25.9% Not Met: 50.5%</p> <p>EL Exceeded: 0.6% Met: 4.9% Nearly Met: 18.4% Not Met: 76.2%</p> <p>(NWEA, Spring Administration, 2023-2024)</p> | <p>District: Exceeded: 13.1% Met: 29.2% Nearly Met: 29.5% Not Met: 34.2%</p> <p>EL Exceeded: 6.6% Met: 17.4% Nearly Met: 20.5% Not Met: 61.7% (Spring 2024 administration report)</p> |
| P8: Other Student Outcomes - NWEA Math (Grades K-6) | <p>District: Exceeded: 2.5% Met: 8.7% Nearly Met: 24.6% Not Met: 64.2%</p> <p>EL Exceeded: 0.2% Met: 2.4% Nearly Met 11.5% Not Met: 85.9%</p> <p>(NWEA, Spring Administration, 2021-2022)</p> | Implemented in 2021-2022 school year. | <p>District: Exceeded: 3.4% Met: 12.8% Nearly Met: 28.5% Not Met: 55.4%</p> <p>EL Exceeded: 0.6% Met: 5.4% Nearly Met: 19.7% Not Met: 74.3%</p> <p>(NWEA, Spring Administration, 2022-2023)</p> | <p>District: Exceeded: 4.6% Met: 12.8% Nearly Met: 19.7% Not Met: 53%</p> <p>EL Exceeded: 1% Met: 5.2% Nearly Met: 19.7% Not Met: 74.2%</p> <p>(NWEA, Spring Administration, 2023-2024)</p> | <p>District: Exceeded: 7.5% Met: 18.7% Nearly Met: 29.6% Not Met: 49.2%</p> <p>EL Exceeded: 5.2% Met: 12.4% Nearly Met 16.5% Not Met: 70.9% (Spring 2024 administration report)</p> |
| P4: Statewide assessment—California School | All: -30.3 (+6 points) LI: -38.9 (+5.6 points) EL: -60.7 (+2.5 points) | There is no new data to report as this indicator is based on | All: -55 (-24.7 points) LI: -63.2 (-24.3 points) EL: -91 (-30.3 points) | All: -56.8 (-1.8 points) LI: -65.5 (-2.3 points) EL: -99.8 (-8.7 points) | All: -20 LI: -28 EL: -40 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|--|--|
| Dashboard (CASDB) Academic Indicator ELA Distance from Standard (DFS) | SWD: -114.1 (+10.8 points) FY: -54.3 (-7.4 points) HY: -41.2 (+46 points) (Fall, 2019 CASDB) | CAASPP scores and the CAASPP was not administered in 2021-22. | SWD: -129.4 (-15.3 points) FY: -61.1 (-6.8 points) HY: -88.5 (-47.3 points) (Fall, 2022 CASDB) | SWD: -130.5 (-1.1 points) FY: -73.8 (-11.3 points) HY: -110.6 (-22.1 points) (Fall, 2023 CASDB) | SWD: -95 FY: -30 HY: -30 (Fall, 2023 CASDB) |
| P4: Statewide assessment— California Schools Dashboard (CASDB) Academic Indicator Math Distance from Standard (DFS) | All: -66.8 (+4.7 points) LI -74.1 (+5 points) EL -89 (+4 points) SWD -151.9 (+13.6 points) FY -118.1 (-28.5 points) HY -94.9 (+26.4 points) (Fall, 2019 CASDB) | There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered in 2021-22. | All: -98.3 (-31.5 points) LI: -106.5 (-32.4 points) EL: -121.8 (-32.8 points) SWD: -163.9 (-12 points) FY: -112 (+6.1 points) HY: -122.2 (-27.3 points) (Fall, 2022 CASDB) | All: -95.9 (+2.5 points) LI: -104.6 (+1.9 points) EL: -126.2 (-4.4 points) SWD: -160.5 (+3.4 points) FY: -112.7 (+0.7 points) HY: -141.8 (-19.6 points) (Fall, 2023 CASDB) | All: -48 LI: -50 EL: -60 SWD: -100 FY: -60 HY: -60 (Fall, 2023 CASDB) |
| P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC on California Schools Dashboard (CASDB) through English Learner Progress Indicator (ELPI) | 41.3% making progress towards English language proficiency 37.9% - Progressed at least one ELPI level 3.3% - Maintained ELPI Level 4 34.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 24.2% - Decreased at least one ELPI level | Due to suspension of the California Dashboard, the following English Language Proficiency is being used: 6.99% Overall Proficient Level 1: 22.44% Level 2: 40.39% Level 3: 30.17% Level 4: 6.99% (2020-21 ELPI) | 44.3% making progress towards English language proficiency 43.7% - Progressed at least one ELPI level 0.6% - Maintained ELPI Level 4 35.6% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 20.1% - Decreased at least one ELPI level | 40.7% making progress towards English language proficiency 39.0% - Progressed at least one ELPI level 1.3% - Maintained ELPI Level 4 34.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 24.1% - Decreased at least one ELPI level | 44.3% making progress towards English language proficiency 43.9% - Progressed at least one ELPI level 6.3% - Maintained ELPI Level 4 31.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 18.2% - Decreased at least one ELPI level |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|---|---|
| | (Fall, 2019 ELPI CASDB) | | (Fall, 2022 ELPI CASDB) | (Fall, 2023 ELPI CASDB) | (Fall, 2023 ELPI CASDB) |
| P4: English learner reclassification rate | District 14.8% (2019-20 DataQuest) | For the 2020-2021 school year the district's EL reclassification rate was 7.2% as reported in Data Quest. | District 15.9% (R-30 Language Census, pending DataQuest release) | District 7.70% (tentative R-30 Language Census, pending DataQuest release) | District 20% (2022-23 DataQuest) |
| P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher | District 69.4% (2019-20 DataQuest) Actual 2018-19: 34.49% Actual 2017-18: 32.3% | District 34.6% (2020-2021 Q SIS) | District: 45.5% (2021-2022 AP Score Report) | District: 43.6% (2022-2023 AP Score Report) | District 40% (2022-23 DataQuest) |
| P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA | District ELA Ready All: 16.9% EL: 0% SED: 15.25% AA: 4.17 (2018-19 CAASPP) | There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the Class of 2021 or Class of 2022. | District ELA Ready All: 36.15% EL: 2.19% SED: 34.19% AA: 33.33% (2021-22 CAASPP) | District ELA Ready All: 38.34% EL: 4.62% SED: 35.12% AA: 32.00% (2022-23 CAASPP) | District ELA Ready All: 25% EL: 5% SED: 20% AA: 20% (2022-23 CAASPP) |
| P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math | District Math Ready All: 5.42% EL: .42% SED: 4.70% AA: 4.35% (2018-19 CAASPP) | There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the Class of 2021 or Class of 2022. | District Math Ready All: 9.19% EL: 0.00% SED: 7.86% AA: 0.00% (2021-22 CAASPP) | District Math Ready All: 11.13% EL: 0.65% SED: 8.39% AA: 0.00% (2022-23 CAASPP) | District Math Ready All: 15% EL: 5% SED: 15% AA: 5% (2022-23 CAASPP) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|---|
| P4: Completion Rate of CTE course pathways | District 4.6% (2019-20 HS Cohort CALPADS) | District 14.9% (2020-21 Dashboard College/Career Measures Only Report) | District 22.9% (2021-2022 Q SIS) | District 33.7% (2022-2023 Q SIS) | District 12% (2022-23 HS Cohort CALPADS) |
| P4: Percent increase in A-G course completion rate | District 38.3% LI: 36.5% EL: 12.9% SWD: 10.5% (2019-20 CALPADS) | District 29.6% LI: 29.1% EL: 5.8% SWD: 1.4% (2020-21 Dashboard College/Career Measures Only Report) | District 34.6% EL: 7.1% SWD: 11.0% *Data for low-income students not tracked but will return with the College/Career Indicator reporting on the Fall 2023 Dashboard. (2021-22 Q SIS) | District: 38.1% LI: 36.7% EL: 12.1% SWD: 11.8% (2022-23 CALPADS) | District 47.3% LI: 42.5% EL: 18.9% SWD: 16.5% (2022-23 CALPADS) |
| P4: Percent of students who have completed both A-G requirement and CTE Completion | All: 7.05% (2019-20 CALPADS) | All: 5.7% (2020-21 Dashboard College/Career Measures Only Report) | All: 10% (2021-22 Q SIS) | All: 16.8% (Fall, 2023 CALPADS) | All: 10% (Fall, 2023 CALPADS) |
| P7: Percent of students enrolled in CTE courses | All: 50.9% LI: 51.6% EL: 52.4% SWD: 51.7% (2019-20 CALPADS) | For the 2020-2021 school year enrollment in CTE courses was 44.7% of all high school students, 52.5% of all low income students, 44.9% of EL students and 52.7% of SWD. | All: 58.2% LI: 51.5% EL: 48.5% SWD: 45.2% (2021-22 Q SIS) | All: 48.7% LI: 49.9% EL: 47.7% SWD: 45.1% (2023-24 Q SIS) | All: 61% LI: 61% EL: 62% SWD: 61% (2022-23 CALPADS) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|---|---|
| | | At the start of semester two in the 2021-2022 school year enrollment in CTE courses is 49.6% of all high school students, 55.6% of low income students, 56.3% of EL students and 54.8% of SWD. | | | |
| P7: Percentage of pupils who have successfully enrolled in UC/CSU Required Course | All: 98.6% LI: 98.8% EL: 97.3% SWD: 92.8% (2019-20 Student Information System (Q)) | For the 2020-2021 school year, the percentage of students enrolled in A-G coursework was 99.3% overall, 99.4% for low income students, 98.2% for EL students, and 95.1% for SWD. At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in A-G coursework is 99.4%, 99.3% for low income students, 98.3% for EL students and 95.5% for SWD. | As of Semester 2 in the 2022-23 school year: All: 99.3% LI: 99.4% EL: 99.3% SWD: 95.1% (2022-23 Q SIS) | As of Semester 2 in the 2023-24 school year: All: 99.4% LI: 99.4% EL: 99.3% SWD: 95.4% (2023-24 Q SIS) | All: 100% LI: 100% EL: 100% SWD: 96% (2022-23 Student Information System (Q)) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|--|---|
| P7: Percent of students enrolled in AP courses | District 22.7% LI 21.5% EL 3.7% SWD 1.6% AA 13.9% (2019-20 CALPADS) | For the 2020-2021 school year, the percentage of students enrolled in AP coursework was 16.0% overall, 22.3% for low income students, 0.9% for EL students, 1.2% for SWD and 12.5% for Black/African American students. At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in AP coursework is 11.4%, 12.1% for low income students, 2.1% for EL students, 0.9% for SWD and 10.5% for Black/African American students. | District 14.31% LI 12.58% EL 2.23% SWD 1.38% AA 8.25% (2022-23 Q SIS) | District 12.62% LI 11.18% EL 2.33% SWD 1.28% AA 5.88% (2023-24 Q SIS) | District 25.7% LI 25.5% EL 9.7% SWD 7.6% AA 19.9% (2022-23 CALPADS) |
| P8: Other student outcomes - iStation ELA (Grades 3-5 only) | District: Tier 1: 43% Tier 2: 21% Tier 3: 36% EL Tier 1: 15% Tier 2: 22% Tier 3: 63% | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2021-2022 data. | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2022-2023 data. | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for ELA. See NWEA metric for 2022-2023 data. | District: Tier 1: 63% Tier 2: 26% Tier 3: 11% EL Tier 1: 45% Tier 2: 44% Tier 3: 11% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|--|---|
| | (April 2021 administration report) | | | | (Spring 2024 administration report) |
| P8: Other student outcomes - iStation Math (Grades 3-5 only) | District Tier 1: 13% Tier 2: 19% Tier 3: 68% EL Tier 1: 2% Tier 2: 10% Tier 3: 88% (April 2021 administration report) | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for Math. See NWEA metric for 2021-2022 data. | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for Math. See NWEA metric for 2022-2023 data. | Discontinued use of iStation. A transition from iStation to NWEA was made for the 2021/22 school year for Math. See NWEA metric for 2022-2023 data. | District Tier 1: 33% Tier 2: 29% Tier 3: 38% EL Tier 1: 32% Tier 2: 30% Tier 3: 38% (Spring 2024 administration report) |
| P8: Other student outcomes - HMH Reading Inventory for ELA (Grades 6-9 & 11 (2020-21 only)) | Percent Proficient: Overall District (5247 students): 35.6% SED District (4035 students): 32.7% EL District (1226 students): 4.8% FY District (31 students): 32.3% Grade 6 Overall: 29.2% Grade 6 SED: 25.7% Grade 6 EL: 5.3% Grade 6 FY: 10% Grade 7 Overall: 37.9% Grade 7 SED: 35.3% | Percent Proficient: Overall District (4339 students): 36.8% SED District (3487 students): 33.9% EL District (1008 students): 6.1% FY District (17 students): 29.4% Grade 6 Overall: 32.1% Grade 6 SED: 30.5% Grade 6 EL: 8.9% Grade 6 FY: 33.3% Grade 7 Overall: 27.1% Grade 7 SED: 24.3% | Percent Proficient: Overall District (3720 students): 34.9% SED District (1986 students): 31.9% EL District (577 students): 5.2% FY District (12 students): 41.7% Grade 7 Overall: 32.6% Grade 7 SED: 29.8% Grade 7 EL: 4.6% Grade 7 FY: 60% Grade 8 Overall: 37.9% Grade 8 SED: 33.0% | HMH Reading Inventory is no longer administered universal to all 7th, 8th, and 9th grade students. Student lexile level is now reported through the CAASPP scores. | Percent Proficient: Overall District (5247 students): 50.6% SED District (4035 students): 50.7% EL District (1226 students): 34.8% FY District (31 students): 50.3% Grade 7 Overall: 62.9% Grade 7 SED: 62.9% Grade 7 EL: 35.7% Grade 7 FY: 75% Grade 8 Overall: 50.3% Grade 8 SED: 50.3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|---|
| | <p>Grade 7 EL: 5.7% Grade 7 FY: 66.7%</p> <p>Grade 8 Overall: 35.3% Grade 8 SED: 32.7% Grade 8 EL: 4.3% Grade 8 FY: 25%</p> <p>Grade 11 Overall: 41.6% Grade 11 SED: 39% Grade 11 EL: 2.9% Grade 11 FY: 25% (Spring 2021 administration report)</p> | <p>Grade 7 EL: 2.3% Grade 7 FY: 20%</p> <p>Grade 8 Overall: 41.1% Grade 8 SED: 37.7% Grade 8 EL: 3.6% Grade 8 FY: 60%</p> <p>Grade 11 is no longer assessed and was only tested in 2020-21 in lieu of CAASPP. Grade 9 is new for 2021-22: Grade 9 Overall: 46.9% Grade 9 SED: 33.9% Grade 9 EL: 6.1% Grade 9 FY: 29.4% (Spring 2022 administration report)</p> | <p>Grade 8 EL: 6.5% Grade 8 FY: 20%</p> <p>Grade 9 was new for 2021-22: Grade 9 Overall: 33.3% Grade 9 SED: 33.2% Grade 9 EL: 4.3% Grade 9 FY: 50%</p> <p>Grade 6 is no longer assessed. Please see NWEA results for outcomes in ELA. Grade 11 is no longer assessed and was only tested in 2020-21 in lieu of CAASPP. (Spring 2023 administration report)</p> | | <p>Grade 8 EL: 34.3% Grade 8 FY: 50%</p> <p>Grade 9 Overall: 50% Grade 9 SED: 40% Grade 9 EL: 34% Grade 9 FY: 32%</p> <p>Grade 11 desired outcome removed in 2022-23 LCAP. Grade 6 desired outcome removed in 2023-24 LCAP. (Spring 2024 administration report)</p> |
| P8: Other student outcomes – MDTP for Math (Grades 6-8 & 11) | <p>Percent Proficient: Overall District (5435 students): 33% SED District (4165 students): 30.1% EL District (1277 students): 10% FY District (31 students): 19.4%</p> <p>Grade 6 Overall: 34.4% Grade 6 SED: 25.7%</p> | <p>Percent Proficient: Overall District (2723 students): 40.8% SED District (825 students): 38% EL District (632 students): 14.6% FY District (11 students): 45.5%</p> <p>Grade 6 Overall: 36.8% Grade 6 SED: 34%</p> | <p>Percent Proficient: Overall District (1318 students): 11.3% SED District (1081 students): 9.2% EL District (333 students): 3.3% FY District (8 students): 12.5%</p> <p>Grade 8 Overall: 11.3% Grade 8 SED: 9.2%</p> | <p>Percent Proficient: Grade 8 Overall: 12.1% Grade 8 SED: Not Reported Grade 8 EL: 4.2% Grade 8 FY: 16.6%</p> <p>Grades 6, 7, and 11 are no longer assessed with MDTP.</p> | <p>Percent Proficient: Overall District (5435 students): 48% SED District (4165 students): 48.1% EL District (1277 students): 10% FY District (31 students): 19.4%</p> <p>Grade 6 Overall: 49.4% Grade 6 SED: 49%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|--|---|--|--|---|
| | <p>Grade 6 EL: 8.7% Grade 6 FY: 11.1%</p> <p>Grade 7 Overall: 34.5% Grade 7 SED: 35.3% Grade 7 EL: 37.5% Grade 7 FY: 31.3%</p> <p>Grade 8 Overall: 33.4% Grade 8 SED: 30.5% Grade 8 EL: 11.6% Grade 8 FY: 22.2%</p> <p>Grade 11 Overall: 29% Grade 11 SED: 27.6% Grade 11 EL: 8.6% Grade 11 FY: 0% (Spring 2021 administration report)</p> | <p>Grade 6 EL: 13.7% Grade 6 FY: 25%</p> <p>Grade 7 Overall: Not Administered in 21/22 Grade 7 SED: Not Administered in 21/22 Grade 7 EL: Not Administered in 21/22 Grade 7 FY: Not Administered in 21/22</p> <p>Grade 8 Overall: 44.7% Grade 8 SED: 42% Grade 8 EL: 15.5% Grade 8 FY: 57.1%</p> <p>Grade 11 Overall: Not Administered in 21/22 Grade 11 SED: Not Administered in 21/22 Grade 11 EL: Not Administered in 21/22 Grade 11 FY: Not Administered in 21/22 (Spring 2022 administration report)</p> | <p>Grade 8 EL: 3.3% Grade 8 FY: 12.5%</p> <p>Grade 6 is no longer assessed with MDTP. See NWEA results for outcomes in math.</p> <p>Grades 7 and 11 are no longer assessed with MDTP. See CAASPP results for outcomes in math. (Spring 2023 administration report)</p> | <p>(Spring 2024 administration report)</p> | <p>Grade 6 EL: 38.7% Grade 6 FY: 41.1%</p> <p>Grade 7 Overall: 49.5% Grade 7 SED: 49% Grade 7 EL: 40.6% Grade 7 FY: 49%</p> <p>Grade 8 Overall: 48.4% Grade 8 SED: 48% Grade 8 EL: 41.6% Grade 8 FY: 48%</p> <p>Grade 11 Overall: 44% Grade 11 SED: 44% Grade 11 EL: 38.6% Grade 11 FY: 30% (Spring 2023 administration report)</p> |
| P5: High School Graduation Rates | All: 92.4% LI: 92.3% EL: 82.6% (Fall, 2020 CASDB) | All: 96.3% LI: 85.6% EL: 71.3% (2020-21 Data Quest) | All: 92% LI: 91.7% EL: 82.6% (Fall, 2022 CASDB) | All: 93.7% LI: 93.6% EL: 87.4% (Fall, 2023 CASDB) | All: 94% LI: 94% EL: 87% (Fall, 2023 CASDB) |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1 (Standards Aligned Curriculum) was implemented as planned, and expanded supplemental resources were provided. WestEd's Quality Teaching for English Learners professional development program has shown significant progress in improving student outcomes. This initiative helps teachers better support the academic and linguistic development of Multilingual Learners by emphasizing quality interactions, language development, high expectations, and rigorous instruction. Classroom observations confirm the positive impact of this targeted professional development on teaching practices.

Action 1.2 (Professional Development) was implemented as planned. The district actively implemented several initiatives to boost the quality of classroom instruction. A key focus was on training all core subject teachers in QTEL methodologies. Two elementary schools and all secondary ELD teachers (along with select ELA teachers) completed this training, while five additional elementary schools went through the process. Administrators also received QTEL training to support implementation. Secondary teachers underwent training on Smarter Balanced interim assessments for better use of test data to guide instruction. Math teachers collaborated to adapt instruction in line with the new Mathematics Framework. Mathematics professional development on number sense was provided for K - 2 teachers. Reading intervention teachers received literacy foundations professional development to support student progress better. Additionally, secondary teachers had the opportunity to earn GATE certification, and the district offered UDL training through the Katie Novak Institute.

Action 1.3 (Professional Development and Program Accountability) was implemented as planned.

Action 1.4 (Standards-Aligned Instructional Materials) was implemented as planned.

Action 1.5 (ELA/ELD, Math, Science Supplemental Supports) was implemented as planned; however, the amount of support materials provided was reduced by adopting new instructional materials in many subject areas.

Action 1.6 (VAPA) was implemented as planned, and the addition of Prop 28 fiscal resources will continue to make the VAPA program more robust.

Action 1.7 (Library Resources) was implemented as planned, with the addition of book vending machines being provided to all school sites.

Action 1.8 (1:1 Digital Gateway) was implemented as planned. The district completed a 9,000 CB refresh for grades 6th through 10th (excluding PAAM and Mission Bell). Digital Citizenship lessons were provided to all schools, with 679 teachers submitting completion records and 11 schools submitting for certification. The eSports winter intra-district tournament was held on January 19th for middle and high school teams.

Action 1.9 (Technology Administrative & Training Support) was implemented as planned.

Action 1.10 (Professional Preparation & Collaboration Time) was implemented as planned.

Action 1.11 (Teacher Induction Program) was implemented as planned.

Action 1.12 (Reduce Class Size through Grade Span Adjustment) was implemented as planned.

Action 1.13 (Elementary Support Teachers) was implemented as planned.

Action 1.14 (Elementary Intervention & Prevention Software) was expanded to provide additional software licenses to support student achievement..

Action 1.15 (Literacy Plan & Professional Development) was implemented as planned. We've made significant strides in bolstering early childhood education. All Tk-3 teachers have completed mandatory Mathematics professional development. Release time is provided on an as-needed basis for diagnostics, data analysis, and instructional planning. Literacy and math support teachers actively work with students at all elementary sites. District-printed decodable readers are available to K-3 teachers for Guided Reading.

Action 1.16 (Elementary Extended Day Opportunities) was implemented as planned. The program shifted to the Expanded Learning Opportunity Program (ELOP) and was not administered from LCAP.

Action 1.17 (Parent & Early Child Development Center) was implemented as planned, with most of the expenditures being grant-funded. Over 150 families currently benefit from our home visitation services. We utilize the evidence-based Parents as Teachers program, tracking visits electronically for accountability. Progress is carefully monitored through annual assessments and oversight from First 5 Riverside and the Department of Social Services. Our social worker supports families and Behavioral Health Peer Specialists with extensive case notes documented in the Student Q system.

Action 1.18 (Elementary Library, Textbook, and Resource Management) was implemented as planned. Literacy Without Limits has also been embedded into students' library experience throughout the year. Mystery Readers have visited several schools with more scheduled classes for the second semester of the school year. EMCCs have implemented thematic literacy-inspired making activities in the library for class weekly and biweekly visits to the library. The library staff continues developing engaging activities through professional development meetings and workshops.

Action 1.19 (Elementary Inclusive Practices) was implemented as planned, with the exception of the MTSS framework being consistent across all sites.

Action 1.20 (Elementary AVID) was implemented as planned.

Action 1.21 (Secondary Intervention Teachers) was implemented as planned. Support systems have provided targeted support and enhanced intervention efforts. Furthermore, counseling staff have provided personalized support for students experiencing homelessness, foster youth, and SWD. This comprehensive approach has led to increased student engagement and improved learning outcomes.

Action 1.22 (Secondary Intervention, Prevention, and Course Access) was implemented as planned.

Action 1.23 (Secondary Extended Day Opportunities) was implemented as planned. The program shifted to the Expanded Learning Opportunity Program (ELOP) and was not administered from LCAP.

Action 1.24 (College Career Indicator, A-G, AP & CTE) was implemented as planned. This is reflected in positive College and Career Indicator (CCI) scores for the Class of 2023, showing growth across all schools compared to the previous year. Counselors are committed to ongoing professional development through district-led programs, RCOE offerings, and agency partnerships. Summer counseling was provided, and all guidance team members worked with special populations using data-driven strategies.

Action 1.25 (Advanced Placement) was implemented as planned. Teachers newly assigned to an AP course were given the opportunity to complete professional development during the summer. The district remains in compliance with AP textbook guidelines, with updated texts purchased at least once every 10 years. English learners who were not enrolled in an AP class were given the opportunity to take the AP Spanish Language exam, which was also used to identify candidates for the State Seal of Biliteracy.

Action 1.26 (Middle School Counselors) was implemented as planned. All positions were funded, and counselors attended professional development outlined for College Career Indicator and met as a subgroup this year to revise the mandatory guidance curriculum for all middle school students.

Action 1.27 (CTE) was implemented as planned. JUSD offered 27 pathways in 11 industry sectors this year, with 18 district and 9 RCOE teachers. CTE teachers attended four in-district professional development days. The district invested in equipment and materials to support alignment with current industry standards. Students at all high schools are taking college CTE courses in digital imaging, HVAC, and/or welding.

Action 1.28 (Career Center) was implemented as planned. LCAP funding was used to provide all the positions outlined in the plan. Career Center staff work closely with their peers across the district and site guidance teams to provide required guidance lessons, support seniors during and beyond the school day with college and financial aid applications, and work with students from special populations. Career Center staff attend the same professional development as our academic counselors. Career Center staff has been instrumental in growing our Dual Enrollment programs. Last year, we had 1,294 dual enrollments with an 81.8% success rate compared with 909 enrollments in 2021-2022 and just 662 enrollments in 2018-2019. note: CCGI no longer charges for their services.

Action 1.29 (Secondary Library, Textbook, and Resource Management) was implemented as planned. Literacy Without Limits has also been embedded into students' library experience throughout the year. Library Technicians have implemented thematic literacy-inspired making activities in the library for students to participate in during lunch. The library staff continues developing engaging activities through professional development meetings and workshops.

Action 1.30 (Secondary Inclusive Practices) was implemented as planned. We do offer a variety of secondary student learning opportunities, including intervention. We do not have a district-wide MTSS system in place. We have an Inclusion model option for students. We have

Instructional aides and education specialists who support students in an inclusive setting. We are continuing to refine our SST process by using Beyond SST. We have a Partners for Inclusive Education (PIE) Committee meeting regularly.

Action 1.31 (Secondary AVID) was implemented as planned. AVID Secondary operates at all of our middle schools and comprehensive high schools. We had 367 middle school students and 830 high school students enrolled in AVID. All of our sites hold tutorials twice a week, most at the recommended tutor staffing of 1:7. Each grade level, 7th grade, took one college tour each year, and all other secondary grade levels took two college tours each year.

Action 1.32 (Adult Education) was implemented as planned. Jurupa Adult School (JAS) provides rigorous, relevant programs aligned with California adult education standards, offering tailored English as a Second Language (ESL), Adult Secondary Education (ASE), and Career Technical Education (CTE) courses to serve student, community, and workforce needs. State-mandated CASAS testing demonstrates continuous student progress and increased learning gains, directly impacting funding allocation. JAS fosters a strong partnership with Riverside Community College (RCC), offers flexible learning options, industry-standard CTE training, and extensive English Language support, and collaborates with consortium partners to provide a comprehensive and accessible adult education experience.

Action 1.33 (Secondary Academic Support Programs) was implemented as planned. Dual Enrollment classes were available at all four high schools. We continue to see increases in enrollment for our CTE classes at RCC but have not been able to offer a CTE class on the Norco campus (we have a Norco CTE class that meets at Jurupa Valley)

Action 1.34 (Foster Youth Support Services) was implemented as planned. Academic counselors at the high school and the CCR Director review Foster Youth transcripts and credits each semester. Counselors meet regularly with Foster Youth to inform them of services and available support and to monitor their social-emotional well-being.

Action 1.35 (English Learner Services) was implemented as planned. QTEL training is being provided at various sites in response to our data. QTEL is designed to assist teachers in better supporting students by learning how to give access to the core and teach ELD. We have four elementary schools at which all staff have completed QTEL training. Additionally, three other elementary schools have had half of their staff trained with the goal that all their teachers will complete this training next year. All Secondary core subject teachers have attended four of the five days of training. The fifth day will be provided next school year, along with an additional day to review/practice previous learning and complete the institute. In addition to QTEL training, 24 teachers volunteered and completed GLAD training. GLAD, like QTEL, is specifically designed to provide teachers with skills to ensure students have access to the core curriculum while developing second language acquisition.

Action 1.36 (English Learner Facilitators) was implemented as planned. EL Facilitators had the opportunity to continue attending professional development provided by the Department of Multilingual Education and 21CSLA. This year, they learned how to support newcomers as well as LTELs better and how the EL Roadmap can support sites as we develop plans and relationships with our parents and community. They were also provided time to design presentations on the material learned for their sites. They were provided with planning time and ideas on how to reach out to parents to have ELAC and other meetings better attended by our parents.

Action 1.37 (Bilingual Language Tutors) was implemented as planned. BLTs work directly with our students and are provided with professional development each year. This year, the professional development provided was on QTEL strategies, EL Roadmap, and the English language development standards. Part of the training focused on working with small groups and ways to provide teacher/student, student/student quality teacher interactions, and high rigor.

Action 1.38 (Dual Immersion) was implemented as planned.

Action 1.39 (Data Management System & Analysis) was implemented as planned.

Action 1.40 (Assessment Annex) was implemented as planned but it was determined that extra hourly support was needed to accommodate the extensive amount of adopted curriculum. The action is completed with the exception of not hiring a BLT for curriculum translation. All materials arrive at sites in a timely manner throughout the year, and the C&A staff answer calls and troubleshoot digital access issues that arise on occasion. In addition, JUSD tests well above the 95% of students on CAASPP and continues to maintain almost 100% of ELPAC completion because the staff is readily accessible for training and assistance throughout the year.

Action 1.41 (Student Learning, Monitoring & Feedback) was implemented as planned. Teachers have been provided PD on interim assessments. The training provided an in-depth discussion on test administration, appropriate identification and use of accessibility tools, accessing Smarter Balanced assessment results to use formatively, and Tools for Teachers to support instruction. Interim assessments are one part of our student's academic wellness check.

Action 1.42 (Virtual Learning Program) was implemented as planned.

Action 1.43 (Elementary Student Management) was implemented as planned.

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

Due to a significant salary increase, the overall expenditures for all LCAP actions have risen. As a result, we used a 20% difference between budgeted expenditures and estimated actual expenditures to determine a material difference.

Action 1.1 (Standards Aligned Curriculum) had increased resources provided to teachers to support QTEL implementation further.

Action 1.2 (Professional Development) reduced the number of days a teacher was released from the classroom, and instead, professional development was more embedded in the school day.

Action 1.5 (ELA/ELD, Math, Science Supplemental Supports) had an inaccurate planned expenditure amount.

Action 1.6 (VAPA) continues to expand with additional offerings and components due to Prop 28.

Action 1.7 (Library Resources) was reduced to respond to the anticipated decrease in revenue.

Action 1.9 (Technology Administrative & Training Support) was reduced to respond to the anticipated decrease in revenue.

Action 1.11 (Teacher Induction Program) was impacted due to a large increase in teacher candidates needing induction support.
Action 1.14 (Elementary Intervention & Prevention Software) was impacted by the unplanned addition of multiple software programs.
Action 1.17 (Parent & Early Child Development Center) expanded further than anticipated and had increased staffing costs.
Action 1.19 (Elementary Inclusive Practices) was fully implemented and shifted to embedded resources and staffing on a broader scale.
Action 1.24 (College Career Indicator, A-G, AP & CTE) had an inaccurate planned expenditure amount, which caused Action 1.27 (CTE) to have inflated expenses.
Action 1.25 (Advanced Placement) had more students qualify for reduced testing fees than anticipated.
Action 1.27 (CTE) had an inaccurate planned expenditure amount, which caused the planned expenditure to be inflated and Action 1.24 to be under resources.
Action 1.30 (Secondary Inclusive Practices) was fully implemented and shifted to embedded resources and staffing on a broader scale.
Action 1.34 (Foster Youth Support Services) utilized existing staff capacity further than anticipated.
Action 1.35 (English Learner Services), resources were increased to support students and teachers through the QTEL training.
Action 1.36 (English Learner Facilitators) had an inaccurate planned expenditure amount.
Action 1.39 (Data Management System & Analysis) utilized existing staff capacity further than anticipated.
Action 1.40 (Assessment Annex) had increased extra hourly for staffing to support the extensive newly adopted curriculum.
Action 1.41 (Student Learning, Monitoring & Feedback) utilized existing staff capacity further than anticipated.
Action 1.42 (Virtual Learning Program) required further staffing than anticipated last Spring.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 (Standards Aligned Curriculum) was effective, as demonstrated by improvement in Smarter Balanced Interim Assessments. On the 2022-2023 summative mathematics assessment, only .65% of high school students met or exceeded the standard. The Smarter Balanced Interim Assessments revealed signs student outcomes are improving. On the High School Math Geometry and Right Triangle Trigonometry FIAB, 24% of multilingual learners are near standard, and 5% are above standard. Similarly, on the High School Math Solve Equations and Inequalities Quadratic FIAB, 76% of multilingual learners assessed are near standard, and 9% are above standard.

Action 1.2 (Professional Development) was effective, as demonstrated by the growth in Year 3 outcomes for NWEA ELA and CAASPP Math.

Action 1.3 (Professional Development and Program Accountability) was effective, as demonstrated by growth in several Dashboard indicators: Year 3 outcome in CAASPP Math and Graduation Rate.

Action 1.4 (Standards-Aligned Instructional Materials) was effective, as demonstrated by the Year 3 outcome of students having access to standards-based instructional materials.

Action 1.5 (ELA/ELD, Math, Science Supplemental Supports) was effective, as demonstrated by the increase of math and ELA scores in grades K-6, as measured from Year 3 outcomes for NWEA District Summary Data from Spring 22/23 to Spring 23/24.

Action 1.6 (VAPA) was effective, as demonstrated by an increase in student engagement, as shown in the Year 3 outcome for attendance in Goal 2.

Action 1.7 (Library Resources) was effective, as demonstrated by an increase in ELA proficiency, as shown in Year 3 outcomes for NWEA ELA.

Action 1.8 (1:1 Digital Gateway) was effective, as demonstrated by the Year 3 outcome of every student having digital access to standards-aligned instructional materials.

Action 1.9 (Technology Administrative & Training Support) was effective, as demonstrated by the Year 3 outcome for the metric "Implementation of state board adopted content and performance standards with all students."

Action 1.10 (Professional Preparation & Collaboration Time) was effective, as demonstrated by growth in several Dashboard indicators: Year 3 outcome in CAASPP Math and Graduation Rate.

Action 1.11 (Teacher Induction Program) was effective, as demonstrated by the Year 3 outcome, "Teachers are appropriately assigned and fully credentialed in the subject area."

Action 1.12 (Reduce Class Size through Grade Span Adjustment) was effective, as the benefit of reduced class sizes was demonstrated by Year 3 outcomes in CAASPP Math and Graduation Rate.

Action 1.13 (Elementary Support Teachers) was effective, as demonstrated by the Year 3 outcome of NWEA ELA and Math.

Action 1.14 (Elementary Intervention & Prevention Software) was effective, as demonstrated by the Year 3 outcome of NWEA ELA and Math.

Action 1.15 (Literacy Plan & Professional Development) was effective, as demonstrated by the Year 3 outcome of NWEA ELA and Math.

Action 1.16 (Elementary Extended Day Opportunities) was effective in engaging students to school; however, the gains in the Year 3 outcome of CAASPP Math cannot be directly correlated. Student attendance in ELOP after-school offerings has increased and doubled at most sites. The district has, on average, 3500 TK-8 grade student involvement. The student voice survey indicates that students appreciate the array of various interests, such as chess and cooking, along with field trips to local experiences that are not typically accessible to their families. Additionally, 1200 students attended the spring break 9-hour program.

Action 1.17 (Parent & Early Child Development Center) was effective in providing the basic needs of students prior to their enrollment in school, and we believe that the growth of these services over the years has proven effective in contributing towards our increase in NWEA ELA Year 3 outcomes.

Action 1.18 (Elementary Library, Textbook, and Resource Management) was effective in increasing student's literacy skills and exposure to written text, as demonstrated by the increase in proficiency in NWEA ELA Year 3 outcome.

Action 1.19 (Elementary Inclusive Practices) was effective in increasing inclusive practices, as demonstrated in Year 3 outcomes increasing on CAASPP Math and maintaining CAASPP ELA.

Action 1.20 (Elementary AVID) was effective in preparing students to achieve academically, as demonstrated in Year 3 outcomes increasing on CAASPP Math and maintaining CAASPP ELA. All Elementary schools sent a team, including the principal, to AVID training in the Summer of 2023 to develop and implement an Action Plan in alignment/support of SPSA. AVID ARC Coach worked with all principals to provide site-based professional development and implementation feedback. ARC, JUSD District office staff, and principals walked elementary classrooms to observe the AVID strategies that were in use. The use of AVID organizational strategies is seen consistently across elementary sites.

Action 1.21 (Secondary Intervention Teachers) was effective, as demonstrated by the increase in Year 3 outcome of A-G completion.

Action 1.22 (Secondary Intervention, Prevention, and Course Access) was effective, as demonstrated by the Year 3 outcome of CTE course completion. Our most recent data shows a 61.2% participation rate in CTE courses (up from 39.1%) and a 23.8% CTE pathway completion rate of 23.8% (up from 15.1%). This increase in enrollment and completion is due to shifts in counselors' scheduling practices as well as promotion efforts to raise awareness of the benefits of CTE coursework.

Action 1.23 (Secondary Extended Day Opportunities) was effective, as demonstrated by the increase in the graduation rate for the Year 3 outcome. The graduation rate over state and county averages indicates that students are using the summer to enhance academic success.

Action 1.24 (College Career Indicator, A-G, AP & CTE) was effective, as demonstrated on the 2022-2023 Dashboard, which reported a CCI proficient rate of 43.9% for the district, JVHS at 47.9%, NVHS at 2.78%, PHS at 62.0%, and RHS at 51.8%. Internal monitoring for the Class of 2024 shows a potential CCI proficient rate of 54.3% for the district, 49.6% for JVHS, 2.5% for NVHS, 73.0% for PHS, and 54.3% for RHS.

Action 1.25 (Advanced Placement) was effective even though there was a small decrease in students passing AP exams from Year 2 to Year 3 outcomes. There remains an increase from Year 1, and we believe the effectiveness will continue to improve.

Action 1.26 (Middle School Counselors) was effective in raising awareness of A-G requirements, as demonstrated by the increase in Year 3 outcomes of students enrolled in a UC/CSU predictive course. Our internal data shows that 96.5% of JUSD middle school students were scheduled into at least 4 A-G predictive classes, compared to the rate of 95.6% the previous year. DSA scheduling rate was 100% for the last two years, JMS scheduling rate was 98.8% for the last two years, MLMS scheduling rate was 97.1% compared to 97.2% the previous year, and MMS scheduling rate was 96.0% compared to 96.8% previously.

Action 1.27 (CTE) was effective, as demonstrated in the significant increase in Year 3 outcome of CTE pathway completion. Based on most recent enrollment figures, 61.2% of our high school students were enrolled in a CTE pathway, compared to 39.1% previously. The annual pathway completion rate was 23.8% compared to 15.1% previously. Our EL students had an enrollment rate of 62.5% compared to 39.3%

previously and a pathway completion rate of 14.5% compared to 12.1% previously. Students with Disabilities were enrolled at a rate of 61.2% compared to 38.6% previously and completed a pathway at a rate of 19.6% compared to 14.6% previously.

Action 1.28 (Career Center) was effective, as demonstrated on the 2022-2023 Dashboard reported a CCI proficient rate of 43.9% for the district, JVHS at 47.9%, NVHS at 2.78%, PHS at 62.0% and RHS at 51.8%, Internal monitoring for the Class of 2024 shows a potential CCI proficient rate of 54.3% for the district, 49.6% for JVHS, 2.5% for NVHS, 73.0% for PHS, and 54.3% for RHS. The most recent data shows that JUSD had 1,015 CCAP enrollments compared to 579 enrollments the previous year. While there was a slight dip in the success rate (C or higher grade) at 79.2% compared to 83.7%, this still resulted in 319 more enrollments that resulted in early college credit.

Action 1.29 (Secondary Library, Textbook, and Resource Management) was effective in enhancing students' literacy, as demonstrated in the Year 3 outcomes of the Early Assessment Program (EAP) in ELA.

Action 1.30 (Secondary Inclusive Practices) was effective in providing additional course opportunities for students with disabilities, as demonstrated by the increase in year 3 outcome of the percentage of pupils who have successfully enrolled in UC/CSU Required Courses.

Action 1.31 (Secondary AVID) was effective, as demonstrated in the most recent data, which shows AVID impact in multiple categories. AVID students' A-G attainment rate compared to nonAVID students was ELA- 93.9% vs 78.3%, Math - 83.9% vs 70.7%, Science - 89.5% vs. 74.9%. Social Studies - 93.3% vs. 79.8. For the CAASPP tests in grades 7, 8, and AVID students showed a 47% proficiency rate on ELA vs. 32% for non-AVID students, in math, AVID students showed a 23% proficiency rate vs. 13.% for nonAVID students. Most recent NSC data shows 87% of our AVID graduates enrolled in college in the fall immediately following graduation, compared to 49% for the district overall.

Action 1.32 (Adult Education) was effective, as demonstrated by the Comprehensive Adult Student Assessment System (CASAS) testing, a state-mandated requirement for Jurupa Adult School's ESL/ASE/HSD programs. Test results demonstrate student progress and learning gains. Students test multiple times during scheduled testing weeks throughout the year to demonstrate mastery of competencies, and the learning gains are directly linked to the allocation of federal funding formulas. To date, students have demonstrated a 10% increase in learning gains, which will result in an increase in funding allocation. Teachers review data from competency reports to modify instruction. Students have accountability with test scores on their student ID's.

Action 1.33 (Secondary Academic Support Programs) was effective, as demonstrated by the A-G course completion rate increase in Year 3 outcomes. The most recent data released by RCCD shows that CCAP enrollment was 1,015 compared to 579 enrollments the previous year. The student success rate in these classes was 79.2% compared to 68.6% for RCCD. RECHS enrollments dropped slightly to 279 from 330. RECHS students showed a 91.0% success rate compared to 68.6% for RCCD.

Action 1.34 (Foster Youth Support Services) was effective, as demonstrated by the increase in the number of foster youth moving towards the standard in the year 3 outcome of CAASPP Math.

Action 1.35 (English Learner Services) was effective, as demonstrated by the year 3 outcomes of the English Learners of Early Assessment Program (EAP) in ELA, an increase in English Learner completion of A-G courses.

Action 1.36 (English Learner Facilitators) was effective, as demonstrated by the year 3 outcomes of the English Learners of Early Assessment Program (EAP) in ELA, an increase in English Learner completion of A-G courses.

Action 1.37 (Bilingual Language Tutors) was effective, as demonstrated by the year 3 outcomes of the English Learners of Early Assessment Program (EAP) in ELA, an increase in English Learner completion of A-G courses.

Action 1.38 (Dual Immersion) was effective, as demonstrated by the year 3 outcomes of the English Learners of Early Assessment Program (EAP) in ELA, an increase in English Learner completion of A-G courses. In addition, an internal analysis of dual immersion students demonstrated higher proficiency in CAASPP than non-DI students.

Action 1.39 (Data Management System & Analysis) was effective in providing monitoring and data analysis, as demonstrated by the increase in year 3 outcomes on CAASPP Math and also the increase in Year 3 outcomes for NWEA.

Action 1.40 (Assessment Annex) was effective at providing support for assessments across the district, as demonstrated by the increase in year 3 outcomes on CAASPP Math and also the increase in Year 3 outcomes for NWEA.

Action 1.41 (Student Learning, Monitoring & Feedback) was effective as the use of Interim Assessments supported our gains in year 3 outcome of CAASPP Math and our maintaining of CAASPP ELA.

Action 1.42 (Virtual Learning Program) was effective in providing varied options for students to remain academically engaged, as demonstrated by the continued growth in year 3 outcomes of CAASPP Math.

Action 1.43 (Elementary Student Management) was effective, as demonstrated by the decline in chronic absenteeism in year 3 outcomes of Goal 2. The decrease in chronic absenteeism can greatly be attributed to the role that Teachers on Special Assignments and Assistant Principals have taken in meeting regularly with families to explore barriers to positive attendance. In addition, they are largely responsible for organizing incentives to support positive attendance. In addition, the strategic support they have coordinated with African American students and students with special needs has decreased suspensions with these subgroups.

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

Action 1.1 (Standards Aligned Curriculum) will be aligned with Action 1.2. The action will remove references to Unit of Study member summer work since this no longer applies. Also, the formative and summative assessment processes will be integrated for a more robust Assessment Process that can better inform instructional decisions and the response or creation of learning opportunities for students.

Action 1.2 (Professional Development) will be aligned with Action 1.1. The action will remove reference to Learning without Limits and Alludo.

Action 1.3 (Professional Development and Program Accountability) will remain unchanged.

Action 1.4 (Standards-Aligned Instructional Materials) will be removed from LCAP since it is non-contributing.

Action 1.5 (ELA/ELD, Math, Science Supplemental Supports) will have graphing computers eliminated, and consumable printing, TWIG science supplies, and middle school science consumable kits costs will be added.

Action 1.6 (VAPA) will remove the 3rd-grade recorder program as Prop 28 provides enhanced opportunities.

Action 1.7 (Library Resources) will be integrated with Action 1.18, and library vending machines will be removed after this is completed.

Action 1.8 (1:1 Digital Gateway) will remove the Computer Support Technician and Computer Support Assistant. The number of Database Analysts will increase from 1 to 2.

Action 1.9 (Technology Administrative & Training Support) will remove Alludo and technology resources to support the monitoring of CCI since this has been implemented.

Action 1.10 (Professional Preparation & Collaboration Time) will remain unchanged.

Action 1.11 (Teacher Induction Program) will remove the new hire incentive as this is no longer needed.

Action 1.12 (Reduce Class Size through Grade Span Adjustment) will remain unchanged.

Action 1.13 (Elementary Support Teachers) will have a reduction of 17 teachers as a result of reduced funding.

Action 1.14 (Elementary Intervention & Prevention Software) will see a reduction in expenditures with a reduction in purchased software licenses. The reference to professional development will be removed and will be captured in the professional development action 1.1.

Action 1.15 (Literacy Plan & Professional Development) will reduce 17 support teachers as a result of reduced funding.

Action 1.16 (Elementary Extended Day Opportunities) will be removed as an LCAP action and continue under the ELOP program.

Action 1.17 (Parent & Early Child Development Center) will be moved to an action under Goal 3.

Action 1.18 (Elementary Library, Textbook, and Resource Management) will remove attendance at the CSLA Conference and Makerspace Seminar.

Action 1.19 (Elementary Inclusive Practices) will remain unchanged.

Action 1.20 (Elementary AVID) will be eliminated and shift to a college and career focus at each elementary school.

Action 1.21 (Secondary Intervention Teachers) will reduce FTE allocation from 4.0 to 3.2 at each high school as a result of reduced funding.

Action 1.22 (Secondary Intervention, Prevention, and Course Access) will eliminate Paper.co, ALEKS, and Turnitin.

Action 1.23 (Secondary Extended Day Opportunities) will be removed as an LCAP action and continue under the ELOP program.

Action 1.24 (College Career Indicator, A-G, AP & CTE) will reduce 2.0 FTE Assistant Principals. It will also eliminate professional development support for guidance coordinators and teachers since the professional development will be embedded in other PD offerings.

Action 1.25 (Advanced Placement) will eliminate the support for student and faculty participation in the AP Readiness Program and the use of AP potential from PSAT to identify and recruit students for AP.

Action 1.26 (Middle School Counselors) will remain unchanged.

Action 1.27 (CTE) will eliminate the release time to work on A-G and articulation submissions and expand CTE Dual Enrollment offerings to all campuses since this work was completed.

Action 1.28 (Career Center) will eliminate the duplicate sub-actions that were also a part of Action 1.24: (3.0) College and Career Counselors, (1.0) Half-Time Adult Ed (Funded Adult Ed), and Expanded Professional Development to support the needs of students during and post-pandemic, including services for targeted subgroups.

Action 1.29 (Secondary Library, Textbook, and Resource Management) will remain unchanged, except the EMCC at NVHS will be reduced from 1.0 to 0.80.

Action 1.30 (Secondary Inclusive Practices) will remain unchanged.

Action 1.31 (Secondary AVID) will remain unchanged.

Action 1.32 (Adult Education) will be removed from the LCAP as the action is non-contributing.

Action 1.33 (Secondary Academic Support Programs) will eliminate the expansion of CCAP and dual enrollment CTE courses as these are completed.

Action 1.34 (Foster Youth Support Services) will be moved to Goal 2 and combined with the Homeless Youth action.

Action 1.35 (English Learner Services) will remain largely unchanged in services to students; however, the Director position will transition to two Coordinators.

Action 1.36 (English Learner Facilitators) will eliminate the ELLevation software and remove references to GLAD and ELD to align with the broader approach of instructional strategies.

Action 1.37 (Bilingual Language Tutors) will remain unchanged.

Action 1.38 (Dual Immersion) will remain unchanged.

Action 1.39 (Data Management System & Analysis) will be embedded with Action 1.40 since they serve the same purpose.

Action 1.40 (Assessment Annex) will eliminate the 1.0 Translator-Clerk Typist and move the assessment materials to Action 1.5 for better alignment.

Action 1.41 (Student Learning, Monitoring & Feedback) will eliminate sub-action #2.

Action 1.42 (Virtual Learning Program) will have reduced staffing due to the elimination of the virtual learning program for TK-6 students.

Action 1.43 (Elementary Student Management) will remain unchanged.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | All students will have a safe, orderly, and inviting learning environment. |

Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------|---|--|---|--|---|
| P5: Middle School dropout rates | District .11% (2019-20 Data Quest) | District: .19% (2020-21 CALPADS) | District: 0.94% (2021-22 CALPADS) | District: 0.40% (2022-23 CALPADS Report 1.24) | District: .00 (2022-23 Data Quest) |
| P5: High school dropout rates (HS) | District 4.4% LI 4.7% EL 11.2% (2019-20 Data Quest) | All: 5.4% EL: 11.3% SED: 5.8% (2020-21 Data Quest) | All: 5.0% EL: 11.6% SED: 5.2% (2021-22 Data Quest) | All: 5.9% EL: 13.8% SED: 6.2% (2022-23 Data Quest Dropouts and Non-Completers) | All: 3% EL: 3% SED: 9% (2022-23 Data Quest) |
| P6: Pupil suspension rate | District 2.4% LI 2.6% EL 2.4% SE 5.5% AA 10.7% (2019-20 Data Quest) Fall 2019 Actual: District: 3.6%; LI 3.9%; EL 3.6%; SE 6.3%; AA 9.5% | District: 0.0% LI: 0.0% EL: 0.0% SE: 0.0% AA: 0.0% (2020-21 Data Quest) District 1.82% LI 1.97% EL 1.97% SE 4.81% AA 6.67% (Fall 2021, Q SIS) | District 2.7% LI 2.9% EL 2.7% SWD 5.2% AA 7.6% (2021-22 Data Quest) | District 2.7% LI 3.0% EL 2.6% SWD 4.3% AA 4.4% (Fall 2023 California Dashboard) | District 2.0% LI 2.2% EL 2.0% SE 4.4% AA 7.9% (2022-23 Data Quest) |
| P6: Pupil expulsion rates | District .21% LI .24% EL .25% SE .31% AA .68% (2019-20 Data Quest) | District 0.0% LI 0.0% EL 0.0% SE 0.0% AA 0.0% (2019-20 Data Quest) | District 0.30% LI 0.30% EL 0.40% SWD 0.70% AA 0.30% (2021-22 Data Quest) | District 0.30% LI 0.30% EL 0.30% SWD 0.50% AA 0.70% (2022-23 Data Quest) | District .15% LI .19% EL .20% SE .26% AA .63% (2022-23 Data Quest) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|--|---|
| | | <p>There were 22 expulsions during the 1st semester as a district.</p> <p>District 0.11%</p> <p>EL 0.3%</p> <p>SE 2.2%</p> <p>AA 0.2%</p> <p>(Fall 2021 Student Information System (Q))</p> | | | |
| P6: Surveys of pupils, parents, teachers on sense of safety | <p>% feeling school is moderately or very safe</p> <p>Parents 86.4%</p> <p>Students 90.1%</p> <p>Staff 89.8%</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school</p> <p>97%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school</p> <p>93%: Very safe, safe, neither unsafe or safe</p> | <p>Perceptions of student physical and psychological safety at school.</p> <p>58% of Grades 3-5 responded favorably (50th Percentile)</p> <p>60% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2021, PanoramaEd Survey)</p> <p>California Healthy Kids Survey was not administered in 2021-22 but will be administered in 2022-</p> | <p>Perceptions of student physical and psychological safety at school.</p> <p>59% of Grades 3-5 responded favorably (60th Percentile)</p> <p>59% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2022, PanoramaEd Survey)</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school</p> | <p>Perceptions of student physical and psychological safety at school.</p> <p>56% of Grades 3-5 responded favorably (60th Percentile)</p> <p>55% of Grades 6-12 responded favorably (60th Percentile)</p> <p>(Fall 2023, PanoramaEd Survey)</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at School</p> | <p>% feeling school is moderately or very safe</p> <p>Parents 89.4%</p> <p>Students 93.1%</p> <p>Staff 92.8%</p> <p>California Healthy Kids Survey (CHKS)</p> <p>6th Grade Perceived Safety at or outside of school</p> <p>100%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|--|--|--|
| | <p>9th Grade Perceived Safety at or outside of school 98%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade Perceived Safety at or outside of school 96%: Very safe, safe, neither unsafe or safe</p> <p>(April, 2021 LCAP Survey and 2021 CHKS Survey)</p> | <p>23 and will return in Year Two Outcomes.</p> | <p>93%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school 83%: Very safe, safe, neither unsafe or safe</p> <p>9th Grade Perceived Safety at or outside of school 86%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade Perceived Safety at or outside of school 87%: Very safe, safe, neither unsafe or safe</p> <p>(2023 CHKS Survey)</p> | <p>94%: Yes, some, most, or all of the time)</p> <p>7th Grade Perceived Safety at or outside of school 85%: Very safe, safe, neither unsafe or safe</p> <p>9th Grade Perceived Safety at or outside of school 91%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade Perceived Safety at or outside of school 92%: Very safe, safe, neither unsafe or safe</p> <p>(2024 CHKS Survey)</p> | <p>100%: Very safe, safe, neither unsafe or safe</p> <p>9th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe</p> <p>11th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe</p> <p>(March, 2023 LCAP Survey and CHKS Survey every two years)</p> |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1 (Facility Improvements) and Action 2.2 (Classroom Furniture and Equipment Upgrades) were implemented at a broader level due to state grant funding that was received. Troth Street ES and Jurupa MS are undergoing significant modernization to improve student access to modern learning environments. HVAC assessments are halfway complete across all schools to enhance air quality and comfort. Plans include the installation of new shade structures at nine schools and new playgrounds at five elementary sites, while window blinds have been installed in 12 elementary schools to enhance safety and security. All elementary classrooms received flexible furniture as part of the ESSER III plan.

Action 2.3 (Supplemental Transportation) was implemented as planned with more stable staffing and drivers that allowed for less overtime needing to be used. The Transportation Department has facilitated student transport and learning opportunities, including 450 field trips, some of which were college charter trips, from July to December. In August, drivers received safety training and learned strategies to support students with social and emotional needs. Older buses are regularly maintained, and cameras are routinely inspected to ensure effective operation.

Action 2.4 (MTSS) was implemented as planned. The schools in two cohorts have initiated or are preparing for Tier 1 PBIS implementation, with kickoff lessons and behavior matrix development. High School SEL coordinators have developed several Tier 1 SEL lessons. PD opportunities for staff to support vulnerable students are available, with asynchronous PD offered. All K-8 schools use Second Step for Tier 1 SEL support, with trained SEL Coordinators. The Equity Audit and Plan is being fully implemented, with refined actions recommended to increase belonging for identified student groups.

Action 2.5 (Student Youth Court) was implemented as planned, except for peer mediators. Student Youth Court jurors engage in restorative, empathy, and trauma-informed practices during their sessions. While site-based student mentoring has not yet started at school sites, peer mentoring opportunities are available through resources outside of Student Youth. Student Youth Court plans to continue and expand to address bullying-related cases.

Action 2.6 (Saturday School) was implemented as planned. Saturday School is a program that allows schools to enhance their annual attendance. It will enable students to make up for an absence. Additionally, Saturday School provides extended learning opportunities for students and the school, offering academic assistance and access to materials missed during an absence.

Action 2.7 (Athletics) was implemented as planned. The athletics program offers a wide range of sports across different seasons, including cross country, football, tennis, volleyball, basketball, soccer, wrestling, baseball, golf, softball, swimming, and track. The program emphasizes student participation and development, with safety training for staff and regular maintenance and equipment inspection. The district also provides comprehensive activity and athletic programs that allow students to explore academic, social, and athletic events throughout the year.

Action 2.8 (School and Student Safety) was implemented as planned. An annual meeting was held with first responders and Safety Coordinators, and School Safety Plans were developed by all school sites, incorporating new legislation specific to these plans. New district-wide site maps had been developed for emergency navigation, and Rapid Emergency Response pull stations for police and medical emergencies were installed at all district sites. Additionally, new district-wide exterior cameras had been designed for future installation.

Action 2.9 (Mental Health Support Services) was implemented as planned. EXYM, the electronic health record system, was used to monitor all notes, services, and reimbursements. A substantial amount of services were provided through individual counseling. Various group services were provided, including "other means of correction" and substance use prevention groups. These groups aimed to reduce maladaptive coping skills, support students in identifying healthy coping skills, and open the pathway for seeking additional support services. A significant number of students received individual mental health services.

Action 2.10 (Health Care Aides) was implemented as planned; however, the position was increased from a 3-hour to a 6-hour position to meet the health needs of students.

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

Due to a significant salary increase, the overall expenditures for all LCAP actions have risen.

Action 2.1 (Facility Improvements) was fully implemented; however, expenditures were funded through state grant reimbursements.

Action 2.2 (Classroom Furniture and Equipment Upgrades) involved significant expenditures, as all new furniture for elementary classrooms was purchased through ESSER funds.

Action 2.3 (Supplemental Transportation) had reduced overtime costs due to more stable staffing levels.

Action 2.4 (MTSS) was fully implemented using existing staff and resources, lowering expenditures.

Action 2.5 (Student Youth Court & Restorative Practices) was fully implemented using existing staff and resources, lowering expenditures.

Action 2.6 (Saturday School) was fully implemented but did not require as many teachers each session as anticipated.

Action 2.7 (Athletics) had increased expenses to support needed uniforms and program components.

Action 2.9 (Mental Health Support Services) expanded to meet the needs of students and required additional staffing.

Action 2.10 (Health Care Aides) cost increased substantially due to the position's increase from 3 to 6 hours.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 (Facility Improvements) and Action 2.2 (Classroom Furniture and Equipment Upgrades) were effective in ensuring our facilities remained in good repair, as demonstrated by the Facility Inspection Tool (FIT) Year 3 outcomes.

Action 2.3 (Supplemental Transportation) was effective in supporting our students to attend school regularly as the chronic absenteeism rate in 2022-23 decreased and the average daily attendance in 2023-24 increased, as demonstrated by the Year 3 outcomes for Chronic Absenteeism and School Attendance rates.

Action 2.4 (MTSS) was effective, as demonstrated by the recognition of 8 of the 11 Tier I PBIS implementation schools qualifying for state recognition for schoolwide implementation.

Action 2.5 (Student Youth Court) was effective, as demonstrated by the Year 3 outcomes for Pupil Suspension rate of a 3.2% decrease in suspensions for African American students.

Action 2.6 (Saturday School) was effective, as demonstrated by our increased average daily attendance Year 3 outcome.

Action 2.7 (Athletics) was effective in developing positive social relationships, as demonstrated by our increase in average daily attendance and decrease in chronic absenteeism, as demonstrated in Year 3 outcomes.

Action 2.8 (School and Student Safety) was effective, as demonstrated by our student's perceptions of physical and psychological safety at school above the national norm at the 60th percentile, as demonstrated in Year 3 outcomes.

Action 2.9 (Mental Health Support Services) was effective, as demonstrated by over 500 students who have received individual services, and over 20 groups have taken place to address coping and social skills. This is also demonstrated in the suspension rate being maintained, as shown in the Year 3 outcome.

Action 2.10 (Health Care Aides) was effective, as demonstrated by the increase in average daily attendance Year 3 outcome.

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

Action 2.1 (Facility Improvements) and Action 2.2 (Classroom Furniture and Equipment Upgrades) will be removed from the LCAP since they are non-contributing actions.

Action 2.3 (Supplemental Transportation) will remain unchanged.

Action 2.4 (MTSS) subactions will be organized under a Tier 1 and Tier 2/3 organization to provide greater clarity on our MTSS model. The supplemental cost to provide resident substitutes at school sites will be added as a Tier 1 support of student connectedness.

Action 2.5 (Student Youth Court) will move to Action 2.4 (MTSS) as a Tier 2 activity within our MTSS model.

Action 2.6 (Saturday School) will be eliminated as an LCAP action but will continue to be provided

Action 2.7 (Athletics) will be modified to eliminate intramural sports support and 100 Mile Club Activity Supervisors, as these are now supported through our Expanded Learning Opportunity Program (ELOP).

Action 2.8 (School and Student Safety) will remain unchanged.

Action 2.9 (Mental Health Support Services) will be renamed to Behavior Health Services, and the sub-actions will reflect counseling and case management, rehabilitative services, and peer support.

Action 2.10 (Health Care Aides) will remain unchanged except there will be an increase in budget due to the increase in hours of the position.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | All students will feel connected to their school community through engaging educational practices and partnerships with parents and community. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|--|--|
| P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students | 2021 LCAP Parent Survey: Percentage who participate in school-wide activities – All of the time 10% Most of the time 23% Sometimes 47% Never, 19% (April, 2021 LCAP Parent Survey) | Due to shift in survey platform and survey questions, the following data is informing us: "How well do you feel like the district is currently doing in parent and community partnerships?" Extremely well: 20% Quite well: 35% Somewhat well: 31% Slightly well: 10% Not at all well: 5% (March, 2022 LCAP Parent Survey) | "How well do you feel like the district is currently doing in parent and community partnerships?" Extremely well: 20% Quite well: 27% Somewhat well: 37% Slightly well: 11% Not at all well: 4% (March, 2023 LCAP Parent Survey) | Due to the shift in survey platform and survey questions, the following data is informing us: 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% (April 2024 CaISCHLS Parent Survey) | Percentage who participate in school-wide activities – All of the time 13% Most of the time 26% Sometimes 51% Never, 9% (April, 2024 LCAP Parent Survey) |
| P3: Percentage of parents that acknowledge opportunities for | 2021 LCAP Parent Survey: Percentage who acknowledge | Due to shift in survey platform and survey questions, the | "How well do you feel like the district is currently doing in the area of decision | Due to the shift in survey platform and survey questions, the | Percentage who acknowledge opportunities for involvement in school |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|--|---|
| involvement in school and district decision making | opportunities for involvement in school and district decision making – 87% (April, 2021 LCAP Parent Survey) | <p>following data is informing us:</p> <p>"How well do you feel like the district is currently doing in the area of decision making and leadership?"</p> <p>Extremely well: 26% Quite well: 36% Somewhat well: 25% Slightly well: 8% Not at all well: 6% (March, 2022 LCAP Parent Survey)</p> | <p>making and leadership?"</p> <p>Extremely well: 25% Quite well: 35% Somewhat well: 25% Slightly well: 9% Not at all well: 5% (March, 2023 LCAP Parent Survey)</p> | <p>following data is informing us:</p> <p>Percentage of parents who strongly agree or agree that "This school actively seeks the input of parents before making important decisions." Elementary: 67% Middle: 56% High: 64%</p> <p>Percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class." Overall: 82% (April 2024 CaISCHLS Parent Survey)</p> | and district decision making – 93% (April, 2024 LCAP Parent Survey) |
| P5: Student engagement survey | 2021 LCAP Student Survey: Percentage who participate in school-wide activities – All of the time 18.3% Most of the time, 47.7% Sometimes, 32.2% | <p>Due to shift in survey platform and survey questions, the following data is informing us:</p> <p>How much students feel that they are</p> | <p>How much students feel that they are valued members of the school community.</p> <p>65% of Grades 3-5 responded favorably (70th Percentile)</p> | <p>How much students feel that they are valued members of the school community.</p> <p>63% of Grades 3-5 responded favorably (70th Percentile)</p> | <p>Percentage who participate in school-wide activities – All of the time 19% Most of the time, 48% Sometimes, 33% Never 0% (April, 2024 LCAP Student Survey)</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|---|--|
| | Never 1.8% (April, 2021 LCAP Student Survey) | valued members of the school community. 68% of Grades 3-5 responded favorably (80th Percentile) 42% of Grades 6-12 responded favorably. (20th Percentile) (Fall 2021, PanoramaEd Survey) | 40% of Grades 6-12 responded favorably. (10th Percentile) (Fall 2022, PanoramaEd Survey) | 35% of Grades 6-12 responded favorably. (10th Percentile) (Fall 2023, PanoramaEd Survey) | |
| P6: Surveys of pupils, parents, teachers on sense of school connectedness | 2021 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 95.57% Foster Youth: 85.11% SED: 96.32% EL: 96.34% Welcoming to their parent Strongly Agree and Agree 92.75% Foster Youth: 88.89% SED: 93.42% EL: 93.13% | Due to shift in survey platform and survey questions, the following data is informing us: "How positive or negative is the energy of the school?" Very positive: 31% Somewhat Positive: 22% Slightly Positive: 14% Neither Positive or Negative: 15% Slightly Negative: 8% Somewhat negative: 5% Very negative: 5% (March, 2022 LCAP Student Survey) | "How positive or negative is the energy of the school?" Very positive: 25% Somewhat Positive: 21% Slightly Positive: 16% Neither Positive or Negative: 20% Slightly Negative: 8% Somewhat negative: 5% Very negative: 5% (March, 2023 LCAP Student Survey) "How well do you feel like the district is currently doing in school climate and culture?" | Due to the shift in survey platform and survey questions, the following data is informing us: "Academic Motivation Scale" Average percent of students reporting strongly agree or agree on being academically motivated: Grade 7: 66% Grade 9: 58% Grade 11: 63% (March 2024 California Healthy Kids Survey) | 2024 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 98% Foster Youth: 95% SED: 98% EL: 98% Welcoming to their parent Strongly Agree and Agree 95% Foster Youth: 93% SED: 95% EL: 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|---|---|
| | <p>2021 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 82%</p> <p>Welcoming environment Extremely and Moderately welcomed, 86%</p> <p>2021 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 91.6%</p> <p>Collaborative culture: 87.8% (April, 2021 LCAP Student, Parent, and Staff Survey)</p> | <p>"How well do you feel like the district is currently doing in school climate and culture?" Extremely well: 23% Quite well: 40% Somewhat well: 24% Slightly well: 7% Not at all well: 6% (March, 2022 LCAP Parent Survey)</p> <p>"Overall, how positive is the working environment at your school?" Extremely positive: 28% Quite positive: 37% Somewhat positive: 22% Slightly positive: 7% Not at all positive: 6% (March, 2022 LCAP Teacher/Staff Survey)</p> | <p>Extremely well: 21% Quite well: 34% Somewhat well: 30% Slightly well: 10% Not at all well: 4% (March, 2023 LCAP Parent Survey)</p> <p>"Overall, how positive is the working environment at your school?" Extremely positive: 27% Quite positive: 46% Somewhat positive: 19% Slightly positive: 7% Not at all positive: 2% (March, 2023 LCAP Teacher/Staff Survey)</p> | <p>The percentage of parents who strongly agree or agree that "The school is a supportive and inviting place for students to learn." Elementary: 89% Middle: 77% High: 85% (April 2024 CalSCHLS Parent Survey)</p> <p>The percentage of staff who strongly agree or agree that "this school promotes trust and collegiality among staff." Overall: 85% (April 2024 CalSCHLS Staff Survey)</p> | <p>2024 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 85%</p> <p>Welcoming environment Extremely and Moderately welcomed, 89%</p> <p>2024 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 95%</p> <p>Collaborative culture: 91% (April, 2024 LCAP Student, Parent, and Staff Survey)</p> |
| P3: Parent interaction with district and site-level communication | 5.3% of parents interacted with district and school-based communication (Year-to-Date, May | Implemented in 2021-2022 school year. | 8% of parents interacted with district and school-based communication (Year-to-Date, May | 9% of parents interacted with district and school-based communication (Year-to-Date, | 15% of parents interacted with district and school-based communication (Year-to-Date, May |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|--|---|--|
| | 2022, ParentSquare) Communication Distribution: <ul style="list-style-type: none"> • 114 District Posts • 1,101 School Posts • 1,771 Class Posts • 443 Group Posts (Year-to-Date, May 2022, ParentSquare) | | 2023, ParentSquare) Communication Distribution: <ul style="list-style-type: none"> • 137 District Posts • 1,687 School Posts • 2,256 Class Posts • 375 Group Posts (Year-to-Date, May 2023, ParentSquare) | December 2023, ParentSquare) Communication Distribution: <ul style="list-style-type: none"> • 83 District Posts • 1,112 School Posts • 1,539 Class Posts • 257 Group Posts (Year-to-Date, December 2023, ParentSquare) | 2024, ParentSquare) Communication Distribution: <ul style="list-style-type: none"> • 180 District Posts • 1,824 School Posts • 3,000 Class Posts • 1,000 Group Posts (Year-to-Date, May 2024, ParentSquare) |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 (Parent & Community Opportunities) focused on providing staff with opportunities to attend training to support the provision of a welcoming and safe office space. Training included Behavior Basics, de-escalation, and the Effects of Trauma in Marginalized Populations. This year, the Jurupa Unified STAR conference was not provided; however, a Classified Leadership Academy was provided to support staff development.

Action 3.2 (Parent Training) was implemented as planned. Various parent training sessions were held at district-centralized locations and school sites. 12 schools are community schools, and our teachers on special assignments supported increased parent engagement activities and volunteerism at the school sites.

Action 3.3 (Parents in Leadership) was implemented as planned. The board approved the African American Parent Advisory Council, and officers were elected. The District Advisory Council and District English Learners' Advisory Council have consistently provided opportunities for educational partners to contribute and enhance their efficacy as partners in education.

Action 3.4 (Parent Center) All sub-actions were implemented as planned.

Action 3.5 (Communication Outreach) was implemented as planned. The department successfully reached the community through campaigns such as the Culture of Kindness, Attend Today, Succeed for Life, and Literacy Without Limits. We continue to align all communications with the Vision for the Future. Our District has won a total of 19 state and national awards for communications efforts.

Action 3.6 (Parent Involvement & Community Outreach) was implemented as planned. PICO core staff had provided support, along with a more extensive team of over 70 grant-funded staff and interns. The overall team had been supporting referrals/requests for basic needs, mental health, case management, volunteering, parenting support, engagement with outside community-based organizations, home visitation, and other family needs and services. Coordination of Services Team meetings were held at the comprehensive secondary sites to support overall follow-up with student needs. Four wellness centers had opened up at four secondary sites to support student well-being and had increased coordination of services.

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

Due to a significant salary increase, the overall expenditures for all LCAP actions have risen.

Action 3.1 (Parent & Community Opportunities) The Jurupa Unified Star conference was not provided, and this reduced the expenditures.

Action 3.2 (Parent Training) was fully implemented and leveraged the capacity of existing staff.

Action 3.3 (Parents in Leadership) was fully implemented and leveraged the capacity of existing staff.

Action 3.5 (Communication Outreach) had reduced expenditures on materials and supplies.

Action 3.6 (PICO) was fully implemented and leveraged the capacity of existing staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 (Parent & Community Opportunities) was effective because a variety of classified positions well attended professional development opportunities.

Action 3.2 (Parent Trainings) was effective because every school site provided numerous training opportunities for parents, and these opportunities were shared with parents, as demonstrated by the high number of district and school site ParentConnect posts in Year 3 outcomes.

Action 3.3 (Parents in Leadership) was effective because every school site has parent representation on the District Advisory Council and the District English Learners Advisory Council.

Action 3.4 (Parent Center) was effective because every parent that enrolls has a new enrollment to JUSD and is provided with available resources and connected with needed services.

Action 3.5 (Communication Outreach) was effective because the communication campaign (Attend Today, Succeed for Life) resulted in a 1.61% increase in ADA between April 2023 and March 2024.

Action 3.6 (Parent Involvement & Community Outreach) was effective, as the number of referrals for services has exceeded the program's capacity.

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

Action 3.1 (Parent & Community Opportunities) will continue as planned, eliminating the STAR conference.

Action 3.2 (Parent Training) will continue as planned, with the reference to PBIS, Pathways to Higher Learning, and ABC Kinder Music being removed.

Action 3.3 (Parents in Leadership) will remove PALS "Parents as Leaders" and Partners for Inclusive Education (PIE) and Educational Partnership Equity Committee (EPEC)

Action 3.4 (Parent Center) will continue as planned.

Action 3.5 (Communication Outreach) will continue as planned.

Action 3.6 (Parent Involvement & Community Outreach) will continue as planned, with funding levels being reduced for the Director and Admin Secretary and a shift of the Translator Clerk-Typist and Outreach Worker to grant funding.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | Students experiencing homelessness will achieve equitable academic performance, academic engagement, and be provided supportive school conditions and climate. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|---|---|
| P4: Statewide assessment-California School Dashboard (CASDB) Academic Indicator ELA Distance from Standard (DFS) | All: 55 points below standard Homeless: 88.5 points below standard | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 56.8 points below standard Homeless: 110.6 points below standard (Fall 2023 California Dashboard) | All: 52 points below standard Homeless: 85 points below standard |
| P4: Statewide assessment-California School Dashboard (CASDB) Academic Indicator Mathematics Distance from Standard (DFS) | All: 98.3 points below standard Homeless: 122.2 points below standard | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 95.9 points below standard Homeless: 141.8 points below standard (Fall 2023 California Dashboard) | All: 95 points below standard Homeless: 119 points below standard |
| P5: School Attendance Rates | All: 89.2% Homeless: 81.8% (2022-23 1st Semester ADA Report, Student Information System (Q)) | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 92.98% Homeless: 86.30% (2023-24 1st Semester ADA Report, Student Information System (Q)) | All: 91.2% Homeless: 83.8% (2022-23 1st Semester ADA Report, Student Information System (Q)) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|--|---|
| P5: Chronic Absenteeism Rate - California School Dashboard (CASDB) | All: 36.6% chronically absent Homeless: 58.9% chronically absent | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 31.1% chronically absent Homeless: 61.5% chronically absent (Fall 2023 California Dashboard) | All: 29% chronically absent Homeless: 35% chronically absent |
| P5: High School Graduation Rate | All: 92% graduated Homeless: 83.8% graduated | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 93.7% graduated Homeless: 88.9% graduated (Fall 2023 California Dashboard) | All: 95% graduated Homeless: 88% graduated |
| P6: Pupil Expulsion Rate - 2021-22 Data Quest | All: 0.3% expulsion rate Homeless: 0.5% expulsion rate | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 0.3% expulsion rate Homeless: 1.4% expulsion rate 2022-23 Data Quest | All: 0.3% expulsion rate Homeless: 0.3% expulsion rate |
| P6: Pupil Suspension Rate - California School Dashboard (CASDB) | All: 2.6% suspended at least one day Homeless: 4.6% suspended at least one day | New goal for 2023-24. See baseline data from 2022-23. | New goal for 2023-24. See baseline data from 2022-23. | All: 2.7% suspended at least one day Homeless: 4.2% suspended at least one day (Fall 2023 California Dashboard) | All: 2.6% suspended at least one day Homeless: 4.2% suspended at least one day |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.1 (Homeless Youth Staff Case Management) was implemented as planned. The Counselor provided support to 181 McKinney-Vento students and families.

Action 4.2 (Homeless Youth Identification) was implemented as planned. Identification and support for students experiencing homelessness has doubled in the 23-24 school year. Site liaisons support school staff in communicating needs to the district office and behavior health as needed. Each elementary school staff received professional development on indicators of homelessness, student/ family rights, and services the district provides for families in the McKinney-Vento program. The site liaisons also received additional training on qualifications for McKinney-Vento and communication with families in need.

Action 4.3 (Homeless Youth Attendance Team) was implemented as planned. Attendance Teams assessed the early intervention of students experiencing barriers to attendance. They also created a tiered system of support to identify and reward positive attendance while creating a positive school culture. In addition to the school-site attendance teams, a District Attendance Team comprising certificated and classified members was started.

Action 4.4 (Homeless Youth Extended Learning Opportunities) was implemented as planned. This support began the second semester of the 23-24 school year after site funding for general tutoring support expired. Site liaisons communicated the need for additional support and arranged schedules for tutoring sessions.

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

Action 4.1 (Homeless Youth Staff Case Management) had lower than expected expenditures because the position was still being developed and the associated salary was still being determined when the budgeted expenditures were determined.

Action 4.2 (Identification) was fully implemented using existing staffing resources.

Action 4.3 (Attendance Team) was fully implemented and leveraged the capacity of existing staff.

Action 4.4 (Extended Learning Opportunities) was fully implemented and leveraged the capacity of existing staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The improvement in average daily attendance for homeless youth and the decrease in suspension rate demonstrates that the actions Action 4.1 (Homeless Youth Staff Case Management), Action 4.2 (Homeless Youth Identification), Action 4.3 (Homeless Youth Attendance Team), and Action 4.4 (Homeless Youth Extended Learning Opportunities) are effective, as demonstrated in the Year 3 outcome.

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

Action 4.1 (Homeless Youth Staff Case Management) will be moved to be embedded within Action 1.34 (Foster Youth Support Services)

Action 4.2 (Homeless Youth Identification) will be moved to be embedded within Action 1.34 (Foster Youth Support Services).

Action 4.3 (Homeless Youth Attendance Team) will be eliminated as a separate action and embedded in the current attendance team model.

Action 4.4 (Homeless Youth Extended Learning Opportunities) will be moved to be embedded within Action 1.23 (Secondary Extended Day Opportunities)

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Jurupa Unified School District is within the boundaries of Jurupa Valley. Jurupa Valley was incorporated on July 1, 2011, and covers a 44-square mile area encompassing the communities of Jurupa Hills, Mira Loma, Glen Avon, Pedley, Indian Hills, Belltown, Sunnyslope, Crestmore Heights, and Rubidoux. It borders San Bernardino County to the north, Riverside to the south and east, Eastvale, and San Bernardino County to the west. Portions of the Santa Ana River traverse the southern portion of the City. The City of Jurupa Valley is a mix of high- and low-density residential development, rural farming, and other agricultural activities, as well as a mix of commercial retail and industrial activity. Two primary transportation corridors traverse the Jurupa Valley area: Interstate 15, which runs north and south, and State Highway 60, which runs east and west.

Jurupa Valley's educational landscape reflects a diverse student body with unique needs. As of Fall 2023, 16 elementary schools, a K-8 school, three middle schools, three comprehensive high schools, and one continuation high school serve 18,009 students. The continuation high school, Nueva Vista, receives Equity Multiplier funding due to a 2022-23 non-stability rate of 86.0% and a 75.9% free/reduced lunch rate to provide evidence-based services and support for students. In addition, the school district provides opportunities through an Adult Alternative Education and Pre-K School Readiness Center. This vibrant tapestry highlights the importance of providing a well-rounded education across various stages of development. However, statistics reveal pockets of vulnerability within this student population. 14,126 students, 78%, participate in the free or reduced lunch program, indicating a significant proportion coming from low-income backgrounds. This number is further amplified by the 110 foster youth and 106 homeless youth who require additional support and resources. Language

diversity enriches Jurupa Valley's classrooms, with 5,410 students identified as English Learners. This necessitates specialized instruction and support to ensure their academic success and full participation in the school community. 14,906 students represent the combined unduplicated student count, suggesting a significant overlap in the needs of different groups. This calls for a coordinated approach that addresses the challenges faced by low-income students, foster and homeless youth, and English Learners while recognizing the interconnectedness of their experiences.

Within the Jurupa Unified School District, Jurupa Valley grapples with diverse community challenges that directly impact its students and educational landscape. A significant portion of the population faces economic hardship, with nearly 20% living below the poverty line. This can translate into barriers to accessing healthy food, stable housing, and technology, all crucial for academic success. Additionally, Jurupa Valley boasts a rich linguistic tapestry, with over 40 languages spoken in homes. While this diversity is an asset, supporting English Language Learners requires specialized resources and strategies to ensure they reach their full potential. Furthermore, the community faces higher rates of crime and gang activity compared to the national average, potentially creating anxieties and safety concerns that can hinder learning. These interwoven challenges necessitate a multi-pronged approach by the Jurupa Unified School District, requiring not only solid academic programs but also robust social-emotional support, family engagement initiatives, and partnerships with community organizations to address the root causes of these challenges and empower students to thrive.

Nueva Vista Continuation High School is receiving Equity Multiplier Funding and has an Equity Multiplier Focus Goal (see LCAP Goal #4).

Reflections: Annual Performance

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

English Language Arts Indicator

We are proud to celebrate the following schools for an increase in student performance on the English Language Arts Indicator:

- Indian Hills Elementary
- Mira Loma Middle
- Pacific Avenue Academy of Music
- Patriot High
- Pedley Elementary
- Rubidoux High
- Sky Country Elementary
- Van Buren Elementary

The following schools were in the lowest performance level (red) on the English Language Arts Indicator:

- Ina Arbuckle Elementary
- Mission Bell Elementary
- Mission Middle
- West Riverside Elementary

The following student groups received the lowest performance level (red) on the English Language Arts Indicator:

- English Learners
- Foster Youth
- Homeless
- Students with Disabilities

The following student groups received the lowest performance level (red) at a school site on the English Language Arts Indicator:

- Camino Real Elementary: Students with Disabilities
- Del Sol Academy: English Learners, Students with Disabilities
- Glen Avon Elementary: English Learners, Students with Disabilities
- Granite Hill Elementary: English Learners
- Ina Arbuckle Elementary: Socioeconomically Disadvantaged, English Learners, Hispanic
- Jurupa Middle: English Learners, Students with Disabilities
- Jurupa Valley High: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Hispanic
- Mission Bell Elementary: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic
- Mission Middle: Socioeconomically Disadvantaged, English Learners, Hispanic
- Patriot High: English Learners
- Pedley Elementary: English Learners, Students with Disabilities
- Peralta Elementary: Socioeconomically Disadvantaged, English Learners
- Rustic Lane Elementary: Socioeconomically Disadvantaged, English Learners
- Sky Country Elementary: English Learners
- Sunnyslope Elementary: English Learners, Students with Disabilities
- Troth Street Elementary: English Learners, Students with Disabilities
- Van Buren Elementary: Students with Disabilities
- West Riverside Elementary: Socioeconomically Disadvantaged, English Learners, Hispanic

How we plan to address these areas:

The district is committed to raising student achievement in English Language Arts (ELA), particularly in schools with the lowest performance on the ELA Dashboard indicator: Ina Arbuckle Elementary, Mission Bell Elementary, Mission Middle, and West Riverside Elementary.

We are implementing a multi-pronged approach that leverages Quality Teaching for English Learners (QTEL) strategies to ensure all students, including English learners, foster youth, homeless youth, and students with disabilities, receive the targeted support they need.

QTEL-Based Strategies for All Students:

- Explicit Instruction: Teachers will break down complex concepts into clear, manageable steps, incorporating visuals and manipulatives to enhance understanding for all learners. (Action 1.6)
- Language Development: Instruction will be designed to develop students' academic vocabulary and oral language skills, which are essential for reading comprehension and written expression. (Action 1.6)

- Differentiation: Teachers will use various instructional methods and materials to cater to diverse learning styles and needs. This may include scaffolding activities for struggling learners and providing opportunities for enrichment for advanced students. (Actions 1.7 & 1.8)
- Formative Assessment: Teachers will conduct regular checks for understanding throughout lessons, allowing them to adjust instruction on the fly and provide targeted support to students who are falling behind. (Action 1.14)
- Home-School Collaboration: Strong partnerships will be built with families to ensure consistency in supporting students' ELA development at home and in school. (Action 3.3)

Additional Support for High-Needs Students:

- Targeted Interventions: Students identified as needing additional support will receive targeted interventions aligned with their specific needs. This may involve small group instruction or individualized support programs. (Actions 1.7 and 1.8)
- Culturally Responsive Instruction: Teachers will incorporate students' cultural backgrounds and experiences into their lessons, making learning more relevant and engaging. (Action 1.1)
- Social-Emotional Learning (SEL): SEL programs will be integrated to address the unique challenges students from high-needs populations face, creating a supportive learning environment that fosters academic success. (Action 2.2)

Mathematics Indicator

We are proud to celebrate the following schools for an increase in student performance on the Mathematics Indicator:

- Granite Hill Elementary
- Indian Hills Elementary
- Jurupa Valley High
- Pacific Avenue Academy of Music
- Pedley Elementary
- Peralta Elementary
- Sky Country Elementary
- Stone Avenue Elementary
- Sunnyslope Elementary
- Troth Street Elementary
- Van Buren Elementary
- West Riverside Elementary

While all district students maintained their mathematics status (+2.5 points), the performance level remained very low (Red).

The following schools were in the lowest performance level (red) on the Mathematics Indicator:

- Ina Arbuckle Elementary
- Jurupa Middle
- Mira Loma Middle
- Mission Bell Elementary
- Mission Middle

- Patriot High
- Rubidoux High

The following student groups received the lowest performance level (red) on the Mathematics Indicator:

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- African American
- Hispanic

The following student groups received the lowest performance level (red) at a school site on the Mathematics Indicator:

- Camino Real Elementary: Students with Disabilities
- Del Sol Academy: English Learners, Students with Disabilities
- Ina Arbuckle Elementary: Socioeconomically Disadvantaged, English Learners, Hispanic
- Jurupa Middle: Socioeconomically Disadvantaged, English Learners, Hispanic
- Mira Loma Middle: Students with Disabilities
- Mission Bell Elementary: Socioeconomically Disadvantaged, English Learners, Hispanic
- Mission Middle: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic
- Patriot High: Socioeconomically Disadvantaged, English Learners, Hispanic, White
- Pedley Elementary: English Learners
- Peralta Elementary: Students with Disabilities
- Rubidoux High: Socioeconomically Disadvantaged, Hispanic
- Rustic Lane Elementary: English Learners
- Sunnyslope Elementary: Students with Disabilities
- Troth Street Elementary: English Learners, Students with Disabilities
- West Riverside Elementary: Socioeconomically Disadvantaged, English Learners

How we plan to address these areas:

We are committed to addressing the low mathematics performance identified at Ina Arbuckle Elementary, Jurupa Middle, Mira Loma Middle, Mission Bell Elementary, Mission Middle, Patriot High, and Rubidoux High School. We understand the urgency of improving student achievement, particularly for socioeconomically disadvantaged students, English learners, foster youth, homeless youth, and African American and Hispanic students.

A Multi-Tiered Approach:

Targeted Professional Development: We will provide intensive, job-embedded professional development for math teachers at the designated schools. This will focus on effective instructional strategies for diverse learners, including research-based methods specifically suited to address the needs of the identified student groups. (Action 1.2)

Data-Driven Instruction: We will implement a system of regular data analysis to identify student groups and topics requiring additional

support. This data will be used to tailor instruction and interventions to individual student needs. (Action 1.14)

Equity-Focused Strategies: We will implement culturally responsive teaching practices that acknowledge and value our student population's diverse backgrounds and experiences. This will help create a more inclusive learning environment where all students feel empowered to succeed in mathematics. (Action 2.2)

Additionally, to specifically address the needs of the identified student groups:

- Socioeconomically Disadvantaged & English Learners: We will provide additional resources, such as math manipulatives and instructional materials specifically designed for English language learners, to ensure these students receive the individualized instruction they need. (Action 1.1)
- Foster & Homeless Youth: We will establish trauma-informed practices and social-emotional learning programs to help these students overcome challenges and focus on academics. We will also ensure consistent communication and collaboration with social service agencies. (Action 1.10)
- African American and Hispanic Students: We will implement culturally relevant curriculum materials and programs that connect to students' backgrounds and experiences. We will also partner with community organizations that serve these student populations. (Action 1.1)

College Career Indicator

We are proud to celebrate the following school for high-status level on the College Career Indicator:

- Patriot High

The following schools were in the lowest status level on the College Career Indicator:

- Nueva Vista Continuation High

The following student groups received the lowest status level on the College Career Indicator:

- None

The following student groups received the lowest status level at a school site on the College Career Indicator:

- Nueva Vista Continuation High: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic
- Rubidoux High: Students with Disabilities

How we plan to address these areas:

Our vision reflects that Nueva Vista is committed to providing equitable opportunities for all students. Our data-driven approach will address the school's current CCI Dashboard status by focusing on the following:

- CTE Pathway Completion: All students will work towards a Career Technical Education (CTE) Pathway, providing them with industry-aligned skills and certifications. This directly targets improvement in our CCI score. (Actions 1.9 and 4.2)
- Stop using minimum graduation requirements (Action 1.9)
- Support Dual Enrollment opportunities (Action 1.9)

Targeted Support: We will provide specific interventions for our diverse student populations:

- Socioeconomically disadvantaged students: Provide Dual Enrollment at no cost to students.
- English Learners: Integrated language support within CTE courses.
- Students with disabilities: Individualized plans aligning CTE pathways with support services.
- Hispanic Students: Culturally inclusive environment and bilingual counseling for CTE navigation.

This emphasis on CTE and targeted support aligned with our vision of breaking down barriers will empower all Nueva Vista students to achieve academic success and prepare for fulfilling careers.

English Learner Progress (ELPI) Indicator

We are proud to celebrate the following schools for an increase in student performance on the ELPI Indicator:

- Glen Avon Elementary
- Ina Arbuckle Elementary
- Jurupa Valley High
- Mira Loma Middle
- Pacific Avenue Academy of Music
- Rustic Lane Elementary
- Sky Country Elementary

The following schools were in the lowest performance level (red) 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

The following student groups received the lowest performance level (red) on the ELPI Indicator:

- Not Applicable

The following student groups received the lowest performance level (red) at a school site on the ELPI Indicator:

- Not Applicable

How we plan to address these areas:

We are committed to improving the achievement of English Language Learner (ELL) students across our district. We acknowledge that Camino Real Elementary, Del Sol Academy, Indian Hills Elementary, Jurupa Middle, Nueva Vista Continuation High, Patriot High, Rubidoux High, Troth Street Elementary, and West Riverside Elementary have currently been identified as needing significant support based on the ELPI Dashboard indicator.

To address this, we are implementing a multi-pronged approach that leverages the expertise of WestEd's Quality Teaching for English Learners (QTEL) framework. QTEL provides a research-based structure to equip educators with the knowledge and skills necessary to support ELL students effectively. (Actions 1.11 and 1.12)

Here's how we're utilizing QTEL:

- Professional Development: We are providing targeted professional development opportunities for teachers and staff in these schools focused on the QTEL principles. This will ensure educators have the necessary tools and strategies to meet the unique needs of ELL students. (Action 1.2)
- Instructional Leadership: We are strengthening our instructional leadership within these schools to ensure QTEL practices are embedded into classrooms. This includes coaching and support for teachers as they implement these new strategies. (Actions 1.2)
- Data-Driven Decisions: We are utilizing data from the ELPI Dashboard and other assessments to monitor progress and make data-driven decisions to further customize support for each school. (Actions 1.5 and 1.14)

Through this comprehensive approach, we are confident that we can significantly improve the English language proficiency of our ELL students and ensure their success in reaching their full academic potential. We will continue to monitor progress and provide updates on our efforts.

Graduation Rate Indicator

We are proud to celebrate the following schools for an increase in Graduation Rate Indicator:

- Patriot High
- Nueva Vista Continuation High
- Rubidoux High

The following schools were in the lowest performance level (red) on the Graduation Rate Indicator:

- None

The following student groups received the lowest performance level (red) on the Graduation Rate Indicator:

- None

The following student groups received the lowest performance level (red) at a school site on the Graduation Rate Indicator:

- None

Chronic Absenteeism Indicator

We are proud to celebrate the following schools for a decrease in the Chronic Absenteeism Indicator:

- Del Sol Academy
- Glen Avon Elementary
- Granite Hill Elementary
- Ina Arbuckle Elementary
- Indian Hills Elementary
- Jurupa Middle
- Mira Loma Middle
- Mission Bell Elementary
- Mission Middle
- Pacific Avenue Academy of Music
- Pedley Elementary
- Peralta Elementary
- Rustic Lane Elementary
- Sky Country Elementary
- Stone Avenue Elementary
- Sunnyslope Elementary
- Troth Street Elementary
- Van Buren Elementary
- West Riverside Elementary

The following schools were in the lowest performance level (red) on the Chronic Absenteeism Indicator:

- Camino Real Elementary

The following student groups received the lowest performance level (red) on the Chronic Absenteeism Indicator:

- Homeless

The following student groups received the lowest performance level (red) at a school site on the Chronic Absenteeism Indicator:

- Camino Real Elementary: Socioeconomically Disadvantaged, English Learners, Asian, and White
- Del Sol Academy: English Learners, Students with Disabilities, and Multiple Races
- Granite Hill Elementary: Students with Disabilities
- Ina Arbuckle Elementary: Students with Disabilities
- Indian Hills Elementary: Socioeconomically Disadvantaged, Students with Disabilities
- Jurupa Middle: White
- Mission Middle: English Learners
- Peralta Elementary: Students with Disabilities
- Stone Avenue Elementary: White

How we plan to address these areas:

The district acknowledges the chronic absenteeism rate at Camino Real Elementary, currently designated red on the Chronic Absenteeism Dashboard. We are committed to implementing a multifaceted approach to improve attendance across the district, with a particular focus on supporting vulnerable student groups.

Camino Real Elementary:

- A data-driven team will analyze attendance patterns to identify root causes of absenteeism. (Action 2.2)
- Targeted interventions will be developed, including potential health screenings, after-school programs, and family engagement initiatives. (Action 3.1)
- We will build strong relationships between students, teachers, and families to foster a sense of belonging and support. (Action 3.1)

District-wide Initiatives for Homeless Youth:

- Collaboration with homeless shelters and social service agencies will ensure access to transportation and basic needs. (Action 1.10)
- The newly established Counselor for Homeless Youth will continue to provide students with social-emotional support and academic guidance. (Action 1.10)
- Flexible enrollment options will be explored to minimize disruption in education. (Action 1.10)

Strategies for Specific Student Groups:

- Socioeconomically Disadvantaged: Partner with community organizations to provide clothing, food assistance, and healthcare resources. (Action 3.4)
- English Learners: Implement culturally responsive teaching practices and offer targeted language support programs. (Actions 1.11 and 1.12)
- Students with Disabilities: Ensure Individualized Education Plans (IEPs) address attendance concerns. Offer flexible scheduling and in-home support when necessary. (Action 2.2)
- Racial/Ethnic Groups: Disaggregate data to identify specific challenges faced by each group. Develop culturally relevant interventions and celebrate the diversity of the student body. (Actions 2.2)

This comprehensive approach aims to address the unique needs of each student and create a more inclusive and supportive learning environment for all. Regular monitoring and program evaluation will ensure continuous improvement in attendance rates across Camino Real and the entire district.

Suspension Rate Indicator:

We are proud to celebrate the following schools for a decrease in the Suspension Rate Indicator:

- Del Sol Academy
- Granite Hill Elementary
- Jurupa Valley High
- Patriot High
- Peralta Elementary
- Rubidoux High
- Sunnyslope Elementary

The following schools were in the lowest performance level (red) in the Suspension Rate Indicator:

- Ina Arbuckle Elementary

The following student groups received the lowest performance level (red) in the Suspension Rate Indicator:

- American Indian

The following student groups received the lowest performance level (red) at a school site in the Suspension Rate Indicator:

- Ina Arbuckle Elementary: Socioeconomically Disadvantaged, Hispanic

How we plan to address these areas:

Our district prioritizes Ina Arbuckle Elementary School's designation in the red tier for suspension rates. We are committed to creating a positive and supportive learning environment for all students, and reducing suspensions is a key element. (Action 2.2)

At Ina Arbuckle Elementary:

- We are conducting a root cause analysis to identify factors contributing to disproportionate suspensions, particularly for socioeconomically disadvantaged and Hispanic students. (Action 2.2)
- We will implement Positive Behavioral Interventions and Supports (PBIS) to establish clear expectations, provide social-emotional learning opportunities, and offer tiered interventions for students at risk of suspension. (Action 2.2)
- Culturally responsive practices will be emphasized to ensure all students feel included and supported. (Action 1.1)

District-Wide for American Indian Students:

- We are analyzing suspension data for American Indian students across the district to identify trends and areas of focus. (Action 2.2)
- We will develop and deliver culturally relevant professional development for staff to increase understanding of the unique needs and experiences of American Indian students. (Action 1.2)

These initiatives, combined with ongoing monitoring and data analysis, will guide our efforts to create a more equitable and inclusive school climate for all students, resulting in a decrease in suspension rates across the board.

Reflections: Technical Assistance

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

The 2023 California School Dashboard shows our Homeless student group eligible for Differentiated Assistance (DA) as they received the lowest performance level for:

- English Language Arts (ELA): 110.6 points below standard
- Math: 141.8 points below standard
- Chronic Absenteeism: 61.5% of students are chronically absent

Through a collaborative Differentiated Assistance process, Riverside County Office of Education leaders, district leaders, site principals, and teachers worked together to understand the systemic barriers affecting our homeless students' attendance and academic achievement. A multifaceted support plan is being designed to help provide essential resources and strategies to foster success. Recognizing the unique challenges faced by students experiencing homelessness, our district has taken a multifaceted approach to addressing chronic absenteeism and supporting their academic success in ELA and math. We understand that the instability inherent in homelessness can have a profound impact on a student's ability to attend school regularly and focus on their studies.

Key Initiatives

- Homeless and Foster Youth Counselor: A crucial step has been the recent hiring of a dedicated Homeless and Foster Youth Counselor. This counselor serves as the central point of contact for homeless students and their families, providing individualized support, advocacy, and resource navigation. They bridge the gap between students, families, schools, and community organizations, ensuring students have access to essential services that promote stability. (Action 1.10)
- Flexible Transportation Options: Recognizing that transportation can be a significant barrier, we've expanded our transportation options for homeless students. This includes providing bus passes, coordinating ride-sharing options, and developing partnerships with community organizations to assist with transportation to and from school. (Action 2.1)
- Addressing Basic Needs: We've prioritized addressing students' basic needs for food, clothing, and hygiene. Our schools maintain supplies of essential items that can be discreetly distributed. Partnerships with local food banks and community organizations expand our ability to provide regular food assistance programs. (Action 3.4)
- Academic Support & Intervention: Our teachers work diligently to identify and address the specific academic needs of homeless students. Targeted tutoring programs, before/after-school support, and individualized learning plans are implemented to close achievement gaps and accelerate learning in ELA and math. (Actions 1.7 and 1.8)
- Trauma-Informed Environment: We foster a safe, welcoming, trauma-informed school environment for our homeless students. Our teachers and staff have undergone training to understand the impact of trauma on learning and behavior and are equipped to provide sensitive, compassionate support. (Action 1.2)

The Power of Collaboration: Our Homeless and Foster Youth Counselor facilitates strong collaborations between the school district, families, and community organizations. This coordinated effort ensures that students' needs are met holistically, promoting stability and creating the conditions for academic success. (Action 1.10)

The Path Forward: We are committed to continuously monitoring and improving these support systems for our homeless students. Our goal is to break down the barriers that impede their educational progress and help them achieve their full potential in ELA, math, and beyond. (Action 1.10)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Ina Arbuckle Elementary

Support for Identified Schools

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

Jurupa Unified School District is committed to ensuring all students at Ina Arbuckle Elementary thrive. In recognition of the school's recent SPSA data, which identified very low (red) performance levels in ELA and Math for all students, coupled with the very high (red) suspension rate, the district will provide comprehensive support through a multi-faceted CSI (Comprehensive School Improvement) plan.

Needs Assessment and Evidence-Based Interventions:

A collaborative effort between Jurupa Unified and Ina Arbuckle leadership will conduct a deep dive into the needs assessment data, specifically focusing on subgroups like English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic students who face similar achievement and suspension rate challenges. Based on the findings, a data-driven plan will be crafted, incorporating evidence-based interventions proven to improve literacy and math skills for all students. This may include:

EL Support:

- Implementing designated and integrated English language development (ELD) instruction strategies that integrate language development with subject-area content, and providing targeted professional development for teachers on effective EL instructional methods.
- Utilizing supplemental resources and Quality Teaching for English Learners (QTEL) specifically designed to support EL learners in acquiring language proficiency and achieving grade-level standards in ELA and Math.

Math and ELA Interventions:

- Employing differentiated instruction approaches to cater to individual student needs and learning styles.
- Integrating project-based learning activities that enhance engagement and application of knowledge.
- Utilizing data analytics to identify struggling students and provide targeted interventions like small group instruction or after-school tutoring programs.

Addressing Resource Inequities: Jurupa Unified acknowledges the importance of resource allocation to address identified inequities. The CSI plan will conduct a resource analysis to ensure equitable distribution of personnel, materials, and professional development opportunities across student subgroups.

We will leverage grant funding through the Literacy Coach grant and use the CSI funding to provide additional support for EL programs, math and ELA instructional materials, and professional development specifically geared towards supporting these student populations.

Mitigating Suspension Rates: The CSI plan will address the high suspension rate through a focus on restorative justice practices. This may involve:

- Implementing a multi-tiered system of positive behavioral interventions and supports (PBIS) to promote positive behavior and social-emotional learning.
- Providing training for staff on de-escalation techniques and conflict resolution to address student behavior issues before they reach suspension level.
- Investigating alternative disciplinary measures that focus on restorative practices and student reflection to keep students engaged in learning.

Collaboration and Transparency: Jurupa Unified understands the significance of collaboration. The district will:

- Support the School Site Council (SSC) and site leadership team composed of school administrators, teachers, staff, parents, and community members to guide the plan's implementation and monitor progress.
- Communicate regularly with Ina Arbuckle staff, families, and the community regarding the CSI plan's goals, interventions, and progress through meetings, newsletters, and the school website.

Through this comprehensive CSI plan, Jurupa Unified School District is committed to partnering with Ina Arbuckle Elementary to ensure all students, especially EL, SED, and Hispanic students, receive the necessary support to achieve academic success in a positive and inclusive learning environment.

Monitoring and Evaluating Effectiveness

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

Jurupa Unified School District recognizes the importance of ongoing monitoring and evaluation to ensure the effectiveness of the CSI plan in supporting student and school improvement at Ina Arbuckle Elementary. We will utilize a multi-layered approach to track progress and make necessary adjustments throughout the implementation phase.

Data-Driven Monitoring:

Student Performance: We will utilize a variety of data sources to monitor student progress in ELA, Math, and suspension rates. This includes:

- Formative Assessments: Regular classroom assessments will provide real-time data on student learning and mastery of key concepts.
- Summative Assessments: Standardized testing data will be used to measure overall student achievement and identify areas for continued focus.
- Disaggregated Data: We will closely monitor data for student subgroups (EL, SED, Hispanic) to identify specific areas of need and ensure interventions are tailored effectively.
- Intervention Fidelity: We will monitor the fidelity with which evidence-based interventions are implemented. This may involve classroom observations, teacher surveys, and fidelity checklists.
- Climate and Culture: School climate surveys and focus groups will be conducted to gauge student and staff perceptions of the school environment, including disciplinary practices and student engagement.

Progress Reporting and Adjustments:

- Regular Reports: Data will be compiled and analyzed at regular intervals (e.g., trimester) to generate progress reports for the CSI leadership team. These reports will track student performance, intervention fidelity, and school climate data.
- Data Meetings: The SSC and site leadership team will convene regularly to review progress reports, discuss trends, and identify areas for improvement.
- Plan Adjustments: Based on the data analysis, the team will have the flexibility to adjust interventions or resource allocation as needed to ensure the plan remains responsive to student needs.

Educational Partner Engagement:

Progress Updates: We will regularly update Ina Arbuckle staff, families, and the community on the CSI plan's progress through various communication channels, such as the school site council, parent-teacher conferences, and the school website.

Feedback Mechanisms: Feedback mechanisms, including surveys, focus groups, and open forums, will be established throughout the process to gather input from educational partners. This feedback will inform future adjustments to the plan.

Evaluation:

A comprehensive evaluation will be conducted at the end of the CSI plan implementation cycle in the Spring of 2025. This evaluation will analyze the impact of the plan on student achievement, suspension rates, school climate, and teacher practice. The evaluation findings will be used to inform future school improvement efforts at Ina Arbuckle Elementary. Jurupa Unified School District is committed to a transparent and data-driven approach to monitoring and evaluating the CSI plan. By establishing clear metrics, fostering regular communication, and being responsive to data and educational partner feedback, we can ensure the plan effectively propels Ina Arbuckle Elementary towards sustained student and school improvement.

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| Parents | <p>We are committed to meaningful parent engagement as it develops its Local Control and Accountability Plan (LCAP). Here's a look at how parents can give input and how JUSD facilitates this:</p> <p>Methods of Engagement</p> <ul style="list-style-type: none"> -District Advisory Committee (DAC): JUSD's DAC includes parent representatives who provide feedback on the LCAP. DAC meetings are open to the public and provide a formal channel for parent voices. The 2023-24 DAC dates are October 18, 2023, November 29, 2023, January 24, 2024, March 27, 2024, and May 22, 2024. -District English Learner Advisory Committee (DELAC): Parents of English learners have this dedicated committee to advocate for their children's needs, including LCAP input. The 2023-24 DELAC dates are October 4, 2023; December 13, 2023; February 7, 2024; April 17, 2024; and May 22, 2024. -Surveys and Feedback Forms: JUSD regularly uses surveys to gather parent input on LCAP priorities. These are available online and may be distributed in print at school events. -School Site Councils (SSCs): Parents elected to their school's SSC are directly involved in school-level planning and can ensure LCAP discussions are incorporated into SSC meetings. -ParentSquare Communication: JUSD uses ParentSquare to share important information, including LCAP updates and opportunities to provide feedback. <p>Important Resources for JUSD Parents</p> |

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| | <p>-JUSD LCAP Webpage: Offers current and past LCAP plans, meeting information, and district contacts. [https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP]</p> <p>-Parent Engagement and Outreach Webpage: Details ways for parents to get involved. [https://jurupausd.org/our-district/edserv/accountability/Pages/Parent-Engagement-and-Outreach.aspx]</p> |
| <p>Students</p> | <p>We prioritize meaningful student involvement in the development of the Local Control and Accountability Plan (LCAP). This ensures that the LCAP addresses student needs and that their voices directly shape their educational experience. Here's how JUSD engages students:</p> <p>School Site Level:</p> <ul style="list-style-type: none"> • Student Surveys: Schools often issue surveys, such as Panorama Fall and Spring surveys, to gather student feedback regarding school climate, academic programs, support services, and overall learning experiences. This data helps identify areas for improvement within the LCAP. <p>Student Focus Groups: The Superintendent hosted focused discussions with diverse student groups to gather in-depth qualitative feedback regarding specific LCAP goals and actions at each of the three comprehensive high schools and continuation high schools. The focus groups were held on March 5, 2024 (RHS), March 8, 2024 (NVHS & PHS), and March 15, 2024 (JVHS).</p> <p>Student Representation in School Site Councils (SSC): SSCs play a key role in LCAP development. Student representatives within SSCs offer valuable insights and advocate for their peers' needs.</p> <p>We acknowledge that student engagement is an ongoing process. The district remains committed to expanding avenues for student participation and ensuring their input is meaningfully considered in the LCAP development.</p> |
| <p>Teachers</p> | <p>We recognize teachers' crucial role in delivering instruction, understanding student needs, and shaping a supportive educational environment. Here's how we engage teachers in the LCAP process:</p> <p>School Site Level:</p> |

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| | <ul style="list-style-type: none"> • School Site Council (SSC) Participation: Teachers are core members of SSCs, which are directly involved in analyzing school data, developing the School Plan for Student Achievement (SPSA), and aligning it with the LCAP. • Department Collaboration: Departments often meet to analyze student performance data, discuss successful instructional strategies, and identify areas for improvement that can be addressed in the LCAP. • Staff Surveys and Feedback Sessions: Schools gather teacher input through surveys and focused discussions to identify needs for professional development, instructional resources, and program supports within the LCAP. <p>District Level:</p> <ul style="list-style-type: none"> • Teacher Representation on District Committees: JUSD includes teachers in district-level committees responsible for aspects of LCAP development, such as curriculum, professional development, and budget recommendations. • NEA-Jurupa Collaboration: The district works in close collaboration with NEA-Jurupa to ensure teacher voices are heard in the LCAP process and address working conditions and professional development needs. • District-Wide Professional Development: The LCAP often funds professional development for teachers in alignment with student needs, emerging teaching practices, and technology integration. <p>We value a collaborative effort and remain committed to ensuring meaningful teacher participation in the LCAP development process. The district seeks to refine processes for gathering teacher feedback and ensuring strong alignment between teacher input and LCAP actions.</p> |
| Principals and Administrators | <p>To ensure active principal engagement in the development of the LCAP, our district employs a multifaceted strategy. Bi-monthly Principal Council meetings provide a forum for discussion, feedback, and updates on the LCAP process. Additionally, targeted surveys gather specific insights from principals regarding their schools' unique challenges, priorities, and resource needs. Importantly, we emphasize close alignment between the SPSA and LCAP processes. Feedback</p> |

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| | <p>from principals directly informs their SPSAs, ensuring that individual school goals contribute seamlessly to the district's broader LCAP objectives. This integrated approach fosters a sense of ownership among principals, promotes data-driven decision-making, and strengthens the coherence of our district's educational vision.</p> |
| Other School Personnel | <p>To ensure that our LCAP development process is inclusive and representative, we prioritize the involvement of diverse school personnel beyond teachers and principals. We utilize surveys specifically designed for classified staff, counselors, librarians, and other support personnel. Their insights on student needs, resource allocation, and program effectiveness are invaluable. Furthermore, we encourage these staff members to actively participate in relevant school committees where their input directly shapes the SPSA, aligning with and informing the district's LCAP. This collaborative approach ensures that all voices within our schools contribute to the LCAP, fostering a shared sense of purpose and creating a plan that truly reflects the needs of our entire learning community.</p> |
| Local collective Bargaining Units (NEA-Jurupa & CSEA) | <p>We maintain a strong working relationship with our local collective bargaining units, NEA-Jurupa and CSEA, to ensure their perspectives are integrated into the LCAP development process. Representatives from both units actively participate in LCAP feedback sessions (NEA-Jurupa on April 12, 2024 and CSEA on April 10, 2024) , providing valuable input and feedback on district goals and actions. We conduct regular consultations on areas where the LCAP potentially impacts working conditions, resource allocation, and professional development. Additionally, we share survey data and relevant LCAP drafts with both units to solicit their insights and address any concerns in a collaborative manner. This open communication and partnership with NEA-Jurupa and CSEA is essential in crafting an LCAP that aligns with the needs of students while reflecting the priorities of our educators and staff.</p> |
| District Advisory Council (DAC) | <p>We actively engage our District Advisory Council (DAC) throughout the LCAP development process. DAC members, appointed by recommendations from school-level SSC or principals, represent a diverse cross-section of parents. DAC meetings provide a dedicated forum for reviewing district goals, analyzing data, and providing recommendations that shape the LCAP. Additionally, we maintain close communication with the District English Learner Advisory Committee (DELAC) when addressing resource allocation and</p> |

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| | <p>program design for English Learners. This robust collaboration with the DAC ensures the LCAP benefits from a wide range of perspectives and strengthens parent and community involvement in district-wide decision-making. The 2023-24 DAC dates are October 18, 2023, November 29, 2023, January 24, 2024, March 27, 2024, and May 22, 2024.</p> |
| <p>District English Learners Advisory Council (DELAC)</p> | <p>We work closely with our District English Learner Advisory Council (DELAC) to ensure the LCAP comprehensively addresses the needs of our English learner population. DELAC representatives actively provide essential feedback on resource allocation, language development programs, and strategies for supporting English learners. We share relevant survey data and LCAP drafts throughout the development process to obtain DELAC insights and ensure alignment with best practices for English learner support. Additionally, the DELAC plays a critical role in reviewing and commenting on the district's master plan for English learners, shaping the broader framework that guides LCAP actions. This strong partnership with DELAC promotes the development of an LCAP that effectively targets the needs of our English learner students and their families. The 2023-24 DELAC dates are October 4, 2023; December 13, 2023; February 7, 2024; April 17, 2024; and May 22, 2024.</p> |
| <p>Special Education Local Plan Area (SELPA) Administrator</p> | <p>We collaborate closely with our Special Education Local Plan Area (SELPA) Administrator to ensure strong alignment between the LCAP, our special education programs, and the Compliance and Improvement Monitoring (CIM) Planning and Implementation document. Their input guides resource allocation, professional development, and strategies for students with disabilities. We integrate LCAP goals with CIM areas of improvement and monitor relevant metrics across both, promoting a cohesive approach that supports all students and drives continuous district improvement. A joint LCAP input session was held on April 10, 2024, and April 19, 2024.</p> |
| <p>Nueva Vista Continuation High (Students, Staff, and Parents)</p> | <p>District and site administration worked closely with educational partners at Nueva Vista Continuation High to develop the school's Equity Multiplier Focus Goal. Students engaged in a focus session with Superintendent Dr. Hansen. Simultaneously, a survey allowed staff and teachers to contribute, and the site leadership team was consulted. Parents, too, had a voice through a survey focusing on their child's academic needs and well-being.</p> |

Parents

- Parent engagement is a key priority for our district. We're pleased that 84% of parents agree our district fosters a strong partnership for student education. However, we're always striving to improve. To further enhance communication and collaboration, we will increase opportunities through "Parent and Community Opportunities" (Action 3.1), and we will explore more accessible communication channels to reach all parents through our "Communication Outreach" (Action 3.3). The success of these efforts will be measured by increased parent participation in events and surveys.

Students

- The LCAP prioritizes student success, and we value the feedback received from our students during the Superintendent Student Focus Groups. Students emphasized their desire for greater access to CTE Pathways, academic support programs, and expanded behavioral health resources. To address the desire for more CTE options, the LCAP allocates funds to support CTE programs and Dual Enrollment Opportunities (Action 1.9). The LCAP prioritizes expanding academic support by implementing targeted interventions in ELA, ELD, and math (Action 1.8). Recognizing the importance of student well-being, the LCAP allocates resources for hiring additional counselors (action 1.9), providing access to mental health professionals (action 2.4), and implementing social-emotional learning programs (action 2.2).

Teachers

- The LCAP recognizes the vital role teachers play in student success. We value the feedback received from our educators during discussions and surveys. A key area raised by teachers was the need for greater student academic support and additional professional development opportunities. To strengthen student academic support, the LCAP allocates funds for hiring additional teachers to serve as support teachers for ELA and Math (action 1.7 and action 1.8). The LCAP prioritizes professional development by providing a wide range of workshops on effective instructional strategies (action 1.2) and providing access to online learning modules through Hannover (action 2.2)

Principal and Administrators

- The LCAP development process benefits greatly from our principals' and administrators' leadership and insights. Principals and administrators identified the need for additional administrative support and expanded student behavior health resources. To address the need for additional administrative support, the LCAP will allocate resources for TSA-Administrative Support and Assistant Principals (actions 1.7 and 1.9). This will allow principals and administrators to focus more on strategic leadership and instructional improvement. In recognition of the importance of student well-being, the LCAP prioritizes strengthening student behavior health support by hiring more counselors (action 1.9), providing access to mental health professionals (action 2.4), and implementing social-emotional learning programs (action 2.2). This will create a more positive and supportive learning environment for all students.

Other School Personnel

- The LCAP development is enriched by the perspectives of all our school personnel. This includes educators beyond teachers and principals, such as counselors, librarians, instructional assistants, and other staff members who play a vital role in student success. Valuable feedback received from these staff members highlighted the need for additional professional development opportunities. In

recognition of the diverse roles within our school, the LCAP allocates resources for a comprehensive professional development program that caters to the needs of all staff members (action 1.2).

Local collective Bargaining Units (NEA-Jurupa & CSEA)

- The LCAP development process benefits from the collaborative efforts of our employee groups. We appreciate the valuable feedback received from NEA-Jurupa, representing certificated staff, and CSEA, representing classified staff. NEA-Jurupa emphasized the need for additional support for English Learners, increased resources available to classroom teachers, and expanded professional development opportunities. In response to NEA-Jurupa's feedback, the LCAP allocates funds for bilingual language tutors (action 1.11), developing new curriculum materials specifically designed for English Learners (action 1.1), and providing professional development for teachers on effective strategies for ELL instruction (action 1.11 and action 1.12). The LCAP recognizes the importance of well-equipped classrooms. To address this, the LCAP allocates resources for school-based materials and supplies (action 1.15). Building on NEA-Jurupa's suggestions, the LCAP strengthens its professional development program to offer more opportunities for teachers to cater to teachers' needs, e.g., by providing workshops on differentiated instruction, classroom management techniques, and integrating technology into the curriculum (actions 1.2 and 1.4). CSEA highlighted the need for further professional development opportunities for classified staff. Recognizing the valuable contributions of classified staff, the LCAP allocates resources to expand professional development opportunities in areas relevant to their roles, such as positive behavior interventions and supports (PBIS) (action 2.2), working with students with special needs (1.10), and using new technology (action 1.8).

District Advisory Council (DAC)

- The LCAP development process is enriched by the insights and feedback from our District Advisory Council (DAC). The LCAP development process is enriched by the insights and feedback from our District Advisory Council (DAC). The DAC identified several important areas for improvement, including the need for additional support for students experiencing homelessness, expanded Visual and Performing Arts (VAPA) opportunities, enhanced behavioral health support for students, and establishing multiple channels for communication with the school community. In response to the DAC's concerns, the LCAP allocates resources for homeless student counselor (action 1.10). The LCAP recognizes the importance of a well-rounded education that includes arts education. The LCAP allocates funds for a robust Visual and Performing Arts program (action 1.3). Recognizing the importance of student well-being, the LCAP allocates resources for hiring additional counselors (action 1.9), providing access to mental health professionals (action 2.4), and implementing social-emotional learning programs (action 2.2). The LCAP acknowledges the importance of effective communication with the school community. To improve communication, the LCAP will expand our communication outreach (action 3.3).

District English Learners Advisory Council (DELAC)

- The LCAP development process benefits greatly from the expertise and insights of the District English Learners Advisory Council (DELAC). The DELAC emphasized the need for additional support for both English Learners (ELs) and Long-Term English Learners (LTELs). In recognition of the diverse needs of EL and LTEL students, the LCAP allocates resources for a multi-tiered system of support. This will include providing core English language development instruction for all ELs (action 1.11), offering targeted interventions for struggling ELs (actions 1.7 and 1.8), and instructional coaching for LTELs (action 1.12). The LCAP prioritizes ensuring equitable access to high-quality education for all students. This includes developing culturally responsive curriculum

materials (action 1.1), providing professional development for teachers on effective strategies for EL and LTEL instruction (action 1.2), and creating a welcoming and inclusive school environment (action 3.1)

Special Education Local Plan Area (SELPA) Administrator

- The LCAP development process benefits from the insights and expertise of our Special Education Local Plan Area (SELPA) Administrator. The SELPA Administrator emphasized the need for additional support to ensure Students with Disabilities (SWDs) have the best possible chance for college and career readiness. The LCAP allocates resources for developing individualized learning plans that align with student's postsecondary goals (action 1.9), providing access to coursework that prepares students for college or careers (action 1.9), and offering professional development for teachers on effective strategies for supporting SWDs in college and career preparation (action 1.2).

Nueva Vista Continuation High Educational Partners

- The Equity Multiplier Focus Goal was developed through consultation with educational partners at Nueva Vista Continuation High, and teachers shared a desire for further professional development to support English learner students (Action 4.1). Furthermore, students shared the need for further exposure to CTE pathways and academic supports outside the normal classroom time (Action 4.2). Parents shared that students need to be more engaged to attend and succeed at school, and incentives will be provided to improve student engagement, academic achievement, attendance, behavior, and participation (Action 4.1).

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | All students will be college and career ready. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Why This Goal is Necessary

- Student Success: This goal prepares students for the rigors of higher education and the demands of the workforce, empowering them to pursue fulfilling and productive lives after graduation.
- Community Strength: A college and career-ready workforce fuels economic development, innovation, and a thriving community.
- Closing the Equity Gap: By focusing on college and career readiness for all, we address disparities in opportunity and ensure that every student, regardless of background, has the tools to succeed.

How the Actions Will Achieve the Goal

Curriculum and Instruction:

- Continual refinement of curriculum aligned with rigorous state standards and focused on essential skills like writing, critical thinking, and problem-solving ensures students master content knowledge.
- Technology integration in all subjects provides students with the essential digital skills they need for further education and the 21st-century workplace.
- A focus on inclusion and specialized support for English learners (ELs) removes barriers to learning and helps all students gain the language proficiency vital for success.

Professional Development:

- Ongoing training for teachers in research-based strategies, including social-emotional learning and multi-tiered systems of support (MTSS), equips them to address students' diverse needs and create a positive learning environment.
- Professional development in technology, virtual learning, and other emerging trends ensures that teachers are comfortable and skilled in delivering instruction through a range of methods.

Academic Support and Intervention:

- Small class sizes, specialized support teachers, software, assessments, and professional development related to interventions provide teachers with the tools to identify and meet individual learning needs.

College and Career Focus:

- A range of learning experiences, including Advanced Placement (AP) courses, Career Technical Education (CTE) pathways, and dual enrollment programs, expose students to the possibilities for their future.
- Counselors and career centers are dedicated to guiding students on their paths and connecting them to resources for navigating college applications and career exploration.
- Support for English learners and foster youth ensures that these traditionally underserved populations receive the focused guidance they need to thrive.

Data-Driven Decision Making:

- Using data systems and analysis tools allows for identifying student strengths and challenges, helping educators tailor their support more effectively.

Equity and Accessibility:

- Parent outreach programs, translation services, and inclusive learning environments foster a welcoming and supportive climate for all students and their families.

Metrics to Measure Success

- Graduation Rates: Increase in overall graduation rates and rise among specific student subgroups
- College Career Indicator (CCI): The level to which students are prepared for success after graduation is based on measures like graduation rate, performance on state tests, and college credit courses.
- CAASPP ELA and Math Assessments: Improved performance on the California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA) and mathematics. These standardized tests measure student understanding of critical college and career readiness skills.
- Student and Parent Surveys: Measure perceptions of readiness and preparedness for life after high school.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------|--|----------------|----------------|---------------------------------|----------------------------------|
| 1.1 | Appropriately Assigned Teachers | Percentage of "Clear" Full-Time Equivalency (FTE): 91.4% | | | Percentage of "Clear" Full-Time | |

| | | | | | | |
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| | | Source: 2021-22 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report | | | 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 | |
| 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. | | | Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELA, Mathematics, Next Generation Science Standards, and History-Social Science. | |

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| 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 | | | Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD | |
| 1.5 | <p>Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)</p> | <p>All Students: 56.8 points below standard (Orange)</p> <p>Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 104.4 points below standard • Mission Bell Elementary: 96.2 points below standard • 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)</p> <p>Schools with Very Low (Red) Indicator:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: | | | <p>All Students: 47.8 points below standard (Yellow)</p> <p>Schools with Very Low (Red) Indicator in Baseline:</p> <ul style="list-style-type: none"> • Ina Arbuckle Elementary: 95.4 points below standard • Mission Bell Elementary: 87.2 points below standard • Mission Middle: 66.2 points below standard • West Riverside Elementary: 93.9 points | |

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| | | <p>104.9 points below standard</p> <ul style="list-style-type: none"> • 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 | | | <p>below standard</p> <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 Elementa | |
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- 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
- Mission Bell Elementary: 100.8 points below standard
- Mission Middle: 126.7 points below standard
- Patriot High: 100.6 points below standard
- Pedley Elementary:

- ry: 60.9 points below standard
- Rustic Lane Elementary: 63.4 points below standard
- West Riverside Elementary: 94.7 points below standard

All English Learners: 90.8 points below standard (Yellow)
 Schools with Very Low (Red)
 Indicator:

- Del Sol Academy: 86.8 points below standard
- Glen Avon Elementary: 60.3 points below standard
- Granite Hill

- 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

All Foster Youth: 73.8 points below standard (Red)

All Homeless Youth: 110.6 points below

- Elementary: 73.5 points below standard
- Ina Ar buckle 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:

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| | | <p>standard (Red)</p> <p>Students with Disabilities: 130.5 points below standard (Red)</p> <p>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 • Jurupa Valley High School: 134.5 points below standard • Mission Bell Elementary: 168.1 points below standard • Pedley Elementary: 88.4 points | | | <p>91.6 points below standard</p> <ul style="list-style-type: none"> • 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 Elementa | |
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| | | <p>below standard</p> <ul style="list-style-type: none"> • 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)</p> <p>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 | | | <p>ry: 83.7 points below standard</p> <ul style="list-style-type: none"> • 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 points below standard (Orange)</p> <p>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 | |
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below standard

- West Riverside Elementary: 106.9 points below standard

Source: Fall 2023 California School Dashboard

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

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | <p>below standard</p> <ul style="list-style-type: none"> • Troth Elementary: 139.3 points below standard • Van Buren Elementary: 133.4 points below standard <p>All Hispanic Students: 52.7 points below standard (Yellow)</p> <p>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 | |
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|-----|--|--|--|--|--|--|
| | | | | | <p>ry: 86.8 points below standard</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)</p> <p>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 | | | <p>All Students: 86.9 points below standard (Yellow)</p> <p>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 | |

- 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

All Socioeconomically Disadvantaged: 104.6 points below standard (Red)

Schools with Very Low (Red) Indicator:

- 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
- 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

All Socioeconomically Disadvantaged: 94.6 points below standard (Yellow)
Schools with Very

| | | | | | | |
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| | | <p>below standard</p> <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)</p> <p>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 | | | <p>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 • Mission Middle: 124.8 points below standard • Patriot High: 124.9 points below standard • Rubidoux High: 160.4 points below standard | |
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- 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

All Foster Youth: 112.7 points below standard (Red)

All Homeless Youth: 141.8 points below standard (Red)

Students with Disabilities: 160.5 points below standard

- West Riverside Elementary: 108.0 points below standard

All English Learners: 117.2 points below standard (Orange)
Schools with Very Low (Red) Indicator:

- Del Sol Academy: 100.4 points below standard
- Ina Arbutle Elementary: 104.2 points below standard
- Jurupa Middle: 144.8 points below standard
- Mission Bell Elementary: 93.7 points

(Orange)
Schools with Very Low
(Red) Indicator:

- 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

All African American Students: 104.7 points below standard (Red)

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

All Hispanic Students:
100.6 points below
standard (Red)
Schools with Very Low
(Red) Indicator:

- 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

All White Students: 65.4
points below standard
(Orange)
Schools with Very Low
(Red) Indicator:

- Patriot High:
115.4 points

below
standard

All Foster Youth:
103.7 points below
standard (Orange)

All Homeless
Youth: 132.8
points below
standard (Orange)

Students with
Disabilities: 151.5
points below
standard (Orange)
Schools with Very
Low (Red)
Indicator:

- Camino
Real
Elementa
ry: 135.6
points
below
standard
- Del Sol
Academy:
1276.8
points
below
standard
- Mira Loma
Middle:
150.7
points
below
standard
- Mission
Middle:

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|--|--|--|--|--|--|--|
| | | <p>below standard</p> <p>Source: Fall 2023 California School Dashboard</p> | | | <p>188.3 points below standard</p> <ul style="list-style-type: none"> • 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 Arbutuckle | |
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|--|--|--|--|--|---|--|
| | | | | | <p>Elementary: 95.0 points below standard</p> <ul style="list-style-type: none"> • 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 • Rubidoux High: 163.0 points below standard <p>All White Students: 56.4 points below standard (Yellow)</p> | |
|--|--|--|--|--|---|--|

| | | | | | | |
|-----|---|---|--|--|---|--|
| | | | | | <p>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: 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 | Percentage of students completing UC/CSU Entrance Requirements (A-G) and CTE program(s) | <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: 22.2% • Students with Disabilities: 27.7% | | | <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: 25.2% • Students with Disabilities: 30.7% | |
| 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 | | | <p>All Students: 41.1% met UC/CSU requirements</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 39.7% • English Learners: 15.1% | |

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|------|--|---|--|--|--|--|
| | | <p>(Under 10 Students)</p> <ul style="list-style-type: none"> • Homeless Youth: 24.1% • Students with Disabilities: 11.8% | | | <ul style="list-style-type: none"> • 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>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)</p> <p>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% • Troth Street Elementary: 38.3% • West Riverside Elementary: 39.2% <p>Source: Fall 2023 California School Dashboard</p> | | | <p>District: 46.7% (Green)</p> <p>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% • Troth Street Elementary: 45.0% • West Riverside | |

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| | | | | | Elementary: 45.2% | |
| | | | | | Source: Fall 2026 California School Dashboard | |
| 1.12 | English Learner Reclassification Rate | District: 7.70% Source: Student Information System (SIS) | | | District: 8.6% Source: Student Information System (SIS) | |
| 1.13 | Percentage of students completing AP exams with a score of 3 or higher | District: 38.1% Socioeconomically Disadvantaged: 36.7% English Learner: 12.1% Foster Youth: Not Available Students with Disabilities: 11.8% Source: Local data obtained from College Board | | | District: 41% Socioeconomically Disadvantaged: 39% English Learner: 15% Foster Youth: Not Available Students with Disabilities: 13% Source: Local data obtained from College Board | |
| 1.14 | Percentage of 11th grade students meeting Early Assessment Program (EAP) criteria in ELA and math | ELA: All 11th-grade students: 29.22% met or exceeded standard <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 25.84% met or exceeded standard | | | ELA: All 11th-grade students: 39% met or exceeded standard <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 36% met or | |

- English Learner: 5.49% met or exceeded standard
- Foster Youth: 25.49% met or exceeded standard

Math:
All 11th-grade students: 16.84% met or exceeded standard

- - Socioeconomically Disadvantaged : 14.29% met or exceeded standard
- English Learner: 4.46% met or exceeded standard
- Foster Youth: 11.76% met or exceeded standard

- exceeded standard
- English Learner: 16% met or exceeded standard
- Foster Youth: 36% met or exceeded standard

Math:
All 11th-grade students: 27% met or exceeded standard

- - Socioeconomically Disadvantaged: 25% met or exceeded standard
- English Learner: 15% met or exceeded standard
- Foster Youth: 22% met or

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| | | | | | 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: 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>44.19%</p> <p>Source: Student Information System - As of Semester 1 2026-27</p> | |
| 1.17 | Percent of high school students receiving | <p>7.97%</p> | | | <p>10.97%</p> | |

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| | college credit for dual enrollment | Source: Student Information System - As of Semester 1 2023-24 | | | Source: Student Information System - As of Semester 1 2026-27 | |
| 1.18 | Percent of high school students receiving the State Seal of Biliteracy | 2022-23 Graduating Class: 88 Students (6.5%) Source: Student Information System - 2022-2023 School Year | | | 2022-23 Graduating Class: 140 Students (10%) Source: Student Information System - 2025-2026 School Year | |
| 1.19 | Percent of students completing two years of Military Science/Leadership course | 0% The JrROTC program is not offered in JUSD Source: Student Information System - As of Semester 1 2023-24 | | | 0% The JrROTC program is not offered in JUSD Source: Student Information System - As of Semester 1 2024-25 | |
| 1.20 | College/Career Indicator | Fall 2023 California School Dashboard only reported Status Level. District: 43.9% of the 2022-23 Graduating Class Prepared (Medium) <ul style="list-style-type: none"> Socioeconomically Disadvantaged : 43.1% of the | | | Fall 2026 California School Dashboard only reported Status Level. District: 55% of the 2025-26 Graduating Class Prepared (High) <ul style="list-style-type: none"> Socioeconomically | |

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| | | <p>2022-23 Graduating Class Prepared</p> <ul style="list-style-type: none"> 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 Socioeconomic ally Disadvantaged : 2.8% of the 2022-23 Graduating | | | <p>Disadvant aged: 55% of the 2025- 26 Graduatin g Class Prepared</p> <ul style="list-style-type: none"> English Learner: 35% of the 2025- 26 Graduatin g Class Prepared Foster Youth: Not Reported (Less than 11 Students) Homeless Youth: 45% of the 2025- 26 Graduatin g Class Prepared | |
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| | | <p>Class Prepared</p> <ul style="list-style-type: none"> 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>Rubidoux High:</p> <ul style="list-style-type: none"> Students with Disabilities: 9.4% of the 2022-23 Graduating Class Prepared <p>Source: Fall 2023 California School Dashboard</p> | | | | |
| 1.21 | Other Student Outcomes - NWEA ELA (Grades K-6) | <p>District: Exceeded: 6.4% Met: 17.3% Nearly Met: 25.9% Not Met: 50.5%</p> | | | <p>District: Exceeded: 15.4% Met: 26.3% Nearly Met: 16.9% Not Met: 41.5%</p> | |

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| | | <p>EL Exceeded: 0.6% Met: 4.9% Nearly Met: 18.4% Not Met: 76.2%</p> <p>(NWEA, Spring Administration, 2023-2024)</p> | | | <p>EL Exceeded: 9.6% Met: 13.9% Nearly Met: 9.4% Not Met: 67.2%</p> <p>(NWEA, Spring Administration, 2026-2027)</p> | |
| 1.22 | Other Student Outcomes - NWEA Math (Grades K-6) | <p>District: Exceeded: 4.6% Met: 12.8% Nearly Met: 19.7% Not Met: 53%</p> <p>EL Exceeded: 1% Met: 5.2% Nearly Met: 19.7% Not Met: 74.2%</p> <p>(NWEA, Spring Administration, 2023-2024)</p> | | | <p>District: Exceeded: 13.6% Met: 21.8% Nearly Met: 10.7% Not Met: 44%</p> <p>EL Exceeded: 10% Met: 14.2% Nearly Met: 10.7% Not Met: 65.2%</p> <p>(NWEA, Spring Administration, 2026-2027)</p> | |

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

| Action # | Title | Description | Total Funds | Contributing |
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| 1.1 | Standards Aligned Curriculum | <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> | \$570,000.00 | Yes |

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| | | <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-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. • 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 | 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 Design for Learning (UDL), Collaborative Teams, and Technology Integration | \$2,100,000.00 | Yes |

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.

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.

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.

Required actions based on student performance:

- 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 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.

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| | | <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 | 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. | \$7,114,159.00 | Yes |
| 1.4 | 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. | \$3,555,000.00 | Yes |

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| 1.5 | Professional Preparation and Collaboration Time | <p>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 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>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> | \$3,154,690.00 | Yes |
| 1.6 | Reducing Class Sizes through Grade Span Adjustment | <p>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 | \$14,756,868.00 | Yes |

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| | | <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> | | |
| 1.7 | Elementary Supplemental Supports | <p>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> | \$8,621,347.00 | Yes |

The district prioritizes early identification and targeted intervention strategies for students experiencing homelessness, ensuring they receive the necessary support to succeed academically.

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.

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.

Required actions based on student performance:

- 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.

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.

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| <p>1.8</p> | <p>Secondary Supplemental Supports</p> | <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> <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>\$2,811,556.00</p> | <p>Yes</p> |
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| | | <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> | | |
| 1.9 | College and Career Readiness | <p>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> | \$7,303,693.00 | Yes |

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.

College and Career Readiness Focus:

- 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.

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 coursework.

Required action based on student performance:

- 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.

This action will help address the schools and student groups with very low CCI status (Metric 1.20).

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| 1.10 | Foster Youth and Students Experiencing Homelessness Support Services | <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 because both student groups had the lowest performance level on the mathematics indicator. • 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> | \$245,000.00 | Yes |

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| 1.11 | English Learner Services | <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. • 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 | \$4,312,337.00 | Yes |
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| | | <p>will be further developed to support our English learner students who were at the lowest performance level on the ELPI indicator.</p> <ul style="list-style-type: none"> 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 following schools: Camino Real Elementary and Mission Middle. | | |
| 1.12 | Long Term English Learners (LTEL) | <p>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. | \$5,000.00 | Yes |
| 1.13 | Dual Immersion | <p>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 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</p> | \$9,057,286.00 | Yes |

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| | | <p>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> | | |
| <p>1.14</p> | <p>Student Learning, Monitoring and Feedback</p> | <p>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. • 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 | <p>\$267,000.00</p> | <p>Yes</p> |

| | | | | |
|-------------|------------------------|--|----------------|-----|
| | | <p>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> <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 | School Site Allocation | <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 resources that prioritizes support for students with historically underserved backgrounds.</p> | \$7,986,460.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | All students will have a safe, orderly, and inviting learning environment. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Why This Goal Is Important:

- Student Well-being: A safe and welcoming environment is essential for students to feel secure, supported, and ready to learn. It promotes positive mental health, reduces anxiety, and fosters a sense of belonging.
- Focus on Learning: When students aren't worried about their safety or basic needs, they can better concentrate on their academics, maximizing their learning potential.
- Community Engagement: A positive school climate encourages strong partnerships between the school, families, and the wider community, which benefits everyone involved.

The actions target several key areas that contribute to a safe, orderly, and inviting school environment:

Transportation:

- Funding for bus drivers, field trips, and after-school transportation expands student access to learning opportunities and reduces safety concerns about getting to and from school.
- Bus safety protocols and training for drivers ensure students are physically safe and that expectations for behavior on buses are clear.

Student Well-Being and Behavior:

- Training in trauma-informed care, restorative practices, and suicide prevention equips staff to respond to student needs with empathy and to de-escalate situations.
- Social-Emotional Learning (SEL) programs and mental health support teach students how to manage emotions, build relationships, and seek help when needed, promoting a positive and healthy school climate.
- Programs like Student Youth Court give students a voice in disciplinary matters and empower them to resolve conflicts peacefully.

Safety Protocols:

- Well-developed school safety plans in collaboration with first responders ensure everyone is prepared and knows how to respond in emergencies.
- Campus supervisors and school resource officers help maintain order and address issues before they escalate.
- Technology like GPS systems and cameras on buses enhance safety monitoring.

Inclusivity and Accessibility:

- Health Care Aides connect students and families to essential health services, addressing basic needs that can be barriers to feeling safe and engaged in school.
- Focus on outreach to the most vulnerable students, including those experiencing homelessness and foster youth, demonstrates a commitment to ensuring all students feel supported.

Metrics to Measure Success

- Student and Staff Surveys: Measure perceptions of safety, orderliness, and the welcoming feel of the school environment.
- Attendance Rates: Improvement in attendance and a decrease in chronic absenteeism can indicate a more positive school climate.
- Reduction in Disciplinary Incidents: Track the number of suspensions, expulsions, and other disciplinary actions. A safe and orderly school should see these incidents decrease.
- Number of Facility Repairs: A decline in needed repairs and improvements indicates well-maintained campuses that foster a sense of pride.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 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: 2025-26 School Accountability Report Card (SARC) | |
| 2.2 | School attendance rate | All: 92.8% English Learners: 92.8% Foster Youth: 93.3% | | | All: 95.8% English Learners: 95.8% | |

| | | | | | | |
|-----|--------------------------|---|--|--|---|--|
| | | <p>Homeless Youth: 84.9% Students with Disabilities: 91.1%</p> <p>Source: Student Information System March report</p> | | | <p>Foster Youth: 96.3% Homeless Youth: 90.9% Students with Disabilities: 94.1%</p> <p>Source: Student Information System March report</p> | |
| 2.3 | Chronic Absenteeism Rate | <p>All Students: 31.1% chronically absent (Yellow)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged : 33.3% chronically absent English Learners: 31.1% chronically absent Foster Youth: 30.4% chronically absent <p>District student groups with Very High (Red) Indicator:</p> <ul style="list-style-type: none"> Homeless Youth: 61.5% chronically absent <p>Schools with Very High</p> | | | <p>All Students: 22.1% chronically absent (Yellow)</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged: 24.3% chronically absent English Learners: 22.1% chronically absent Foster Youth: 21.4% chronically absent <p>District student groups with Very High (Red) Indicator:</p> <ul style="list-style-type: none"> Homeless Youth: 52.5% | |

(Red) Indicator:

Camino Real Elementary

- All Students: 28.6% chronically absent
- Socioeconomically Disadvantaged : 36.6% chronically absent
- English Learners: 30.4% chronically absent
- Asian Students: 25.7% chronically absent
- White Students: 28.5% chronically absent

Del Sol Academy

- English Learners: 43.3% chronically absent
- Students with Disabilities: 48.1% chronically absent

chronically absent

Schools with Very High (Red) Indicator:

Camino Real Elementary

- All Students: 19.6% chronically absent
- Socioeconomically Disadvantaged: 27.6% chronically absent
- English Learners: 21.4% chronically absent
- Asian Students: 16.7% chronically absent
- White Students: 19.5% chronically absent

Del Sol Academy

- English Learners:

- Two or More Races: 30.6% chronically absent

Granite Hill Elementary

- Students with Disabilities: 36.8% chronically absent

Ina Arbuckle Elementary

- Students with Disabilities: 38.5% chronically absent

Indian Hills Elementary

- Socioeconomically Disadvantaged Students: 34.5% chronically absent
- Students with Disabilities: 25.6% chronically absent

Jurupa Middle

- White Students: 35.3% chronically absent

34.3% chronically absent

- Students with Disabilities: 39.1% chronically absent
- Two or More Races: 21.6% chronically absent

Granite Hill Elementary

- Students with Disabilities: 27.8% chronically absent

Ina Arbuckle Elementary

- Students with Disabilities: 29.5% chronically absent

Indian Hills Elementary

- Socioeconomically Disadvantaged

Mission Middle

- English Learners: 38.3% chronically absent

Peralta Elementary

- Students with Disabilities: 42.2% chronically absent

Stone Avenue Elementary

- White Students: 33.8% chronically absent

Source: Fall 2023 California School Dashboard

Students: 25.5% chronically absent

- Students with Disabilities: 16.6% chronically absent

Jurupa Middle

- White Students: 26.3% chronically absent

Mission Middle

- English Learners: 29.3% chronically absent

Peralta Elementary

- Students with Disabilities: 33.2% chronically absent

Stone Avenue Elementary

- White Students: 24.8% chronically absent

| | | | | | | |
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| | | | | | Source: Fall 2026 California School Dashboard | |
| 2.4 | Middle School Dropout Rate | <p>1 Year Dropouts Reported: 11 students (0.4%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p> | | | <p>1 Year Dropouts Reported: 0 students (0.0%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p> | |
| 2.5 | High School Dropout Rate | <p>1 Year Dropouts Reported: 108 students (1.9%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p> | | | <p>1 Year Dropouts Reported: 57 students (1.0%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p> | |
| 2.6 | Pupil Suspension Rates | <p>All Students: 2.7% suspended at least one day (Yellow)</p> <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% | | | <p>All Students: 1.8% suspended at least one day (Green)</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 2.1% suspended at least one day • English Learner: 1.7% suspended | |

suspended at least one day

- Homeless Youth: 4.2% suspended at least one day

District student groups with Very High (Red) Indicator:

- American Indian or Alaska Native: 9.5% suspended at least one day

Schools with Very High (Red) Indicator:

Ina Arbuckle Elementary:

- 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

Source: Fall 2023 California School

- d 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:

- American Indian or Alaska Native: 4.5% suspended at least one day

Schools with Very High (Red) Indicator:

Ina Arbuckle Elementary:

- All Students: 3.1% suspended

| | | | | | | |
|-----|-----------------------|--|--|--|--|--|
| | | Dashboard | | | <ul style="list-style-type: none"> • d 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>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 | |

| | | | | | | |
|-----|--------------------------------------|---|--|--|---|--|
| | | Source: DataQuest Report 2022-23 Expulsion Rate | | | Students (0.0%) Source: DataQuest Report 2025-26 Expulsion Rate | |
| 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> <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> | | | <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> <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 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%)

Grade 11:

- 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%)

Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring

- Very unsafe: 2% (EL: 0%, FY: 0%)

Grade 9:

- 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%)

Grade 11:

- Very Safe: 15% (EL: 11%, FY: 16%)
- Safe: 48% (EL: 48%, FY: 36%)
- Neither safe nor

| | | | | | | |
|-----|--|---|--|--|---|--|
| | | 2024 | | | <p>unsafe: 35% (EL: 41%, FY: 45%)</p> <ul style="list-style-type: none"> • 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 | <p>Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 66% 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> | | | <p>Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 76% 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% | |

| | | | | | | |
|------|---|---|--|--|---|--|
| | | <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 (CaSCHLS) Spring 2024</p> | | | <ul style="list-style-type: none"> 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 (CaSCHLS) 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% Grade 7: 57% Grade 9: 51% Grade 11: 59%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p> | | | <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% Grade 7: 67% Grade 9: 61% Grade 11: 69%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys</p> | |

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| | | | | | (CalSCHLS) Spring 2027 | |
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|----------------|--------------|
| 2.1 | Supplemental Transportation | <p>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 | \$1,496,764.00 | Yes |

| | | | | |
|------------|---------------------------------|---|----------------|-----|
| | | community organizations to assist with transportation to and from school due to homeless youth being eligible for Differentiated Assistance in Chronic Absenteeism. | | |
| 2.2 | Multi-Tiered System of Supports | <p>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 | \$1,639,674.00 | Yes |

4. Wellness Centers (secondary sites) and Calming Corners (elementary sites)
5. RCOE partnership for MTSS Tiered Support
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.

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.

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.

Required actions based on student performance:

- 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 district on the mathematics indicator: socioeconomically disadvantaged, English Learners, Foster Youth, homeless, African American and Hispanic students.

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|-----|-------------------|---|----------------|-----|
| | | <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. | | |
| 2.3 | Athletics Program | <p>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 | \$1,901,218.00 | Yes |

| | | | | |
|-----|-----------------------------|--|----------------|-----|
| | | <p>5. Assistant Coaching positions per high school</p> <p>6. Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities</p> | | |
| 2.4 | Student Wellness and Safety | <p>School Safety Plans address crime statistics and methods for improving the safety of students, staff, and the school community. An annual meeting with local first responders and safety coordinators from each school site 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. 2. Activity supervisor and Crossing guard allocations at sites, with an additional Campus Supervisor and Activity Supervisor at Del Sol Academy. 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) 4. Bus GPS and safety cameras 5. Raptor visitor management system with ID badge system 6. Safety/Campus supervision training for campus and activity supervisors 7. Contract with the district's liability carrier to provide Active Shooter training to all schools and district office locations 8. CPR/First Aid/AED training 9. Crossing Guard Training 10. Certificated Site Safe Coordinators training with the Sheriff's Department, Riverside County Emergency Management (EMD), and the City of Jurupa Valley CERT liaison | \$6,793,893.00 | Yes |

| | | | | |
|--|--|---|--|--|
| | | <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> | | |
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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Why This Goal Is Important

- Engagement and Achievement: Students who feel connected to their school are more motivated to learn, participate actively, and succeed academically.
- Relationships Matter: Strong connections with teachers, staff, peers, and parents create a sense of belonging and support, vital for student well-being and resilience.
- Community as Resource: When schools partner with parents and local organizations, students benefit from expanded resources, role models, and real-world experiences.

The actions focus on key areas critical to fostering connection and engagement:

Welcoming Environment:

- Training for all office staff in customer service and Restorative Practices ensures parents and students feel respected and supported from their first interaction with a school.
- A dedicated Parent Center with multilingual staff streamlines processes like enrollment and offers a central hub for resources, easing those sometimes stressful early introductions to the school system.

Parent Empowerment:

- Extensive parent training on topics ranging from academics to mental health equips parents to be active partners in their child's education.
- "Parents as Leaders" programs and leadership trainings empower parents to take on roles within the school community, strengthening their voice and building a genuine partnership with the school.

Communication Is Key:

- A robust communication system using ParentSquare, websites, and social media ensures information is readily available in multiple languages.
- Translators and multilingual resources break down language barriers and create a more inclusive environment.

Beyond the Classroom:

- Events like art fairs, health fairs, and career days bring students, families, and the wider community together, fostering a sense of shared purpose.

Supporting Vulnerable Students:

- Providing targeted support for homeless youth demonstrates that the school community cares about the needs of all students and strives to remove barriers to feeling connected.

Metrics to Measure Success

- **Parent and Student Surveys:** Assess perceptions of how connected they feel to the school and how welcome they feel.
- **Participation Rates:** Measure attendance at parent trainings, school events, and parent-teacher conferences. Increased participation indicates engagement.
- **Partnerships:** Document the number and nature of partnerships formed with community organizations.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 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 | | | 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 | |

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| 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 | | | 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 | | | 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 | |

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| | | Source: Local Indicator Priority 3 Self-Reflection Tool | | | Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool | |
| 3.4 | Parent & Family Engagement: California School Parent Survey LCFF Priority 3 | <p>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"</p> <p>Overall: 84% Parent of Low-Income Student: 82% Parent of English Learner: 93%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p> | | | <p>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"</p> <p>87%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2027</p> | |
| 3.5 | Parent & Family Engagement: California School Staff Survey LCFF Priority 3 | <p>The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement"</p> <p>93%</p> | | | <p>The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement"</p> <p>96%</p> | |

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| | | Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 | | | Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2027 | |
| 3.6 | Parent & Family Engagement: California School Parent Survey LCFF Priority 3 | <p>The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class."</p> <p>Overall: 82% Parent of Low-Income Student: 81% Parent of English Learner: 91%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p> | | | <p>The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class."</p> <p>85%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2027</p> | |
| 3.7 | Parent & Family Engagement: California School Staff Survey LCFF Priority 3 | 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." | | | The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are | |

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| | | <p>92%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p> | | | <p>expected to learn in class."</p> <p>95%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2027</p> | |
| 3.8 | <p>Parent interaction with district and site-level communication LCFF Priority 3</p> | <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>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> | |

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|-------------|--------------|
| 3.1 | Parent and Community Opportunities | <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 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</p> | \$25,000.00 | Yes |

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| | | <p>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 | Parent Center | <p>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 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> | \$498,615.00 | Yes |
| 3.3 | Communication Outreach | <p>The Department of Strategic Communications, with its Director of Communication, Communications Specialist, and Communications</p> | \$516,816.00 | Yes |

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| | | <p>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 Elementary, Mission Middle, West Riverside Elementary. | | |
| 3.4 | Parent Involvement and Community Outreach (PICO) | <p>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</p> | \$720,675.00 | Yes |

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| | | <p>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. | | |
|--|--|--|--|--|

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 4 | 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. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Nueva Vista Continuation High School (NVHS) was identified as a school to receive Equity Multiplier funding due to a non-stability rate of 86.0% and a socioeconomically disadvantaged rate of 81.3%. On the Fall 2023 California Dashboard, NVHS had the following indicators:

- English Learner Progress: 12.3% making progress (Red)
- College/Career: 2.7% prepared (Very Low - Status only for this year)
- Suspension Rate: 3.4 % suspended at least one day (Yellow)
- Graduation Rate: 93.9% graduated (Green)
- English Language Arts: 202.2 points below standard (No Performance Color)
- Mathematics: 218.8 points below standard (No Performance Color)

Why this goal is important:

- Due to the low performance levels on English Learner Progress and the Very Low status level on the College Career Indicator, the focus on English learner progress and College Career preparedness was identified as the focused goal.
- The educational partners recommended English learner proficiency towards English as a focus area because it would also benefit the students in terms of their academic outcomes on the English-language arts and Mathematics assessments, which will also support more students' preparation for college and career indicators.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 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 (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 2026 | | | 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 | |

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|--------------|--------------|
| 4.1 | English Learner Supports | <p>Nueva Vista Continuation High is committed to providing comprehensive support to English Learner students. This support will include:</p> <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 the most up-to-date strategies for working with EL students. • 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. | \$116,000.00 | No |

| | | | | |
|-----|-------------------------------------|--|--------------|----|
| | | <ul style="list-style-type: none"> • 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 | Preparedness for College and Career | <p>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 the specific needs of our target student populations. • 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. | \$411,358.00 | No |

- 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.
- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$66,522,328 | \$7,991,946 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 34.236% | 0.000% | \$0.00 | 34.236% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| 1.1 | <p>Action: Standards Aligned Curriculum</p> <p>Need: After assessing our low-income students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -65.5 (ELA)</p> | To address this condition of our low-income students, we will improve the current standards-aligned curriculum with support from curriculum coordinators and high-quality instruction to promote college and career readiness through standards-aligned curriculum and supplemental support materials. The significant achievement gap in ELA and Math for low-income students across the district necessitates a district-wide | <p>Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> Post PD Survey: This will gather feedback from participants on |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | <p>and -104.6 (math), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | <p>initiative to improve curriculum and instruction, ensuring equitable access to a high-quality education that promotes college and career readiness for all students.</p> | <p>the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.</p> <ul style="list-style-type: none"> Evidence of PD Implementation: This will involve classroom observations and student work samples to determine how educators apply the strategies and techniques learned in the PD to their instruction. |
| <p>1.2</p> | <p>Action: Professional Development</p> <p>Need: After assessing our English Learner students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -99.8 (ELA) and -126.2 (math), which fell further than the distance from the standard for all students.</p> | <p>To address this condition of our English Learner students, we will improve the professional development for research- and evidence-based strategies to meet student needs, provide program support to support program monitoring needs and ensure all new teachers receive comprehensive induction support. The substantial achievement gap in ELA and Math for English Learner students across the district necessitates a district-wide initiative to enhance professional development and program support, ensuring equitable access to a</p> | <p>Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> Post PD Survey: This will gather feedback from participants on the PD content's quality, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>Scope: LEA-wide</p> | <p>high-quality education that promotes college and career readiness for all students.</p> | <p>relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.</p> <ul style="list-style-type: none"> Evidence of PD Implementation: This will involve classroom observations and student work samples to determine how educators apply the strategies and techniques learned in the PD to their instruction. |
| <p>1.3</p> | <p>Action: Visual and Performing Arts (VAPA)</p> <p>Need: After assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students.</p> | <p>Research indicates that participation in arts programs can boost cognitive development, engagement, and foster a positive school climate. These benefits can indirectly support academic achievement in core subjects like math, particularly for English learners, foster youth, and low-income students who may benefit from the increased motivation and well-rounded educational experience. It's important to provide these opportunities at all schools to ensure equitable access for all students.</p> | <p>Annually monitor using:</p> <ul style="list-style-type: none"> Student Survey: A survey will be administered to all students who participated in VAPA and will monitor their experiences in the arts and their perception of its effectiveness. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>Scope: LEA-wide</p> | | |
| <p>1.4</p> | <p>Action: Education and Information Technology</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | <p>Providing every student with a Chromebook, library resources, and access to literature will significantly improve the performance of English learners, foster youth, and low-income students on the CAASPP ELA assessment. Chromebooks offer access to digital resources, including language learning tools and practice tests, helping English learners develop their language proficiency. Libraries provide diverse literature that exposes these students to rich vocabulary and complex sentence structures, strengthening their reading comprehension skills. Both Chromebooks and libraries support personalized learning, allowing students to work at their own pace and target specific areas of need. These resources are particularly beneficial for English learners, foster youth, and low-income students, bridging potential gaps in access to technology and reading materials, which are crucial for success on the CAASPP ELA assessment. It's important to provide these resources across all school sites to ensure equity of access and opportunity for all students, regardless of their background or location.</p> | <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Usage Rate Data of Adopted Curriculum Digital Resources: This will gauge the actual implementation and utilization of the digital tools and resources provided. By tracking how often and to what extent these resources are being used by both teachers and students, we can identify areas of success, areas needing improvement, and any potential barriers to adoption. |
| <p>1.5</p> | <p>Action: Professional Preparation and Collaboration Time</p> <p>Need:</p> | <p>Providing additional collaboration time for teachers each day will significantly support teacher planning to better meet the needs of English learners, foster youth, and low-income students in improving their math proficiency. This time allows teachers to share best practices for reaching these students,</p> | <p>Annually monitor by 1.5 CAASPP ELA and 1.6 CAASPP Math.</p> <p>Routinely monitored through:</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>After assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | <p>analyze data to pinpoint areas of need, develop targeted interventions, and create differentiated lessons that are engaging and culturally relevant. Regular collaboration also promotes consistency in math instruction, which is particularly important for students who may benefit from additional support and stability. By ensuring all school sites offer this collaboration time, we ensure that all teachers have the resources and support to help these students succeed in math.</p> | <ul style="list-style-type: none"> Attendance Rate: An improvement in attendance can serve as an indicator of increased student engagement and interest in their classes, which may be a result of more engaging learning opportunities created by teachers through collaboration. |
| <p>1.6</p> | <p>Action: Reducing Class Sizes through Grade Span Adjustment</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | <p>Reducing class sizes across all schools will significantly benefit English learners, foster youth, and low-income students in achieving higher proficiency on the CAASPP ELA assessment. Smaller classes allow teachers to provide more personalized attention to these students, addressing their individual language development needs, offering targeted support in reading comprehension and writing skills, and fostering a more supportive learning environment. With fewer students in each class, teachers have more time to differentiate instruction, provide timely feedback, and build stronger relationships with students who may face additional challenges outside of the classroom. This increased support and attention are crucial for the academic success of English learners, foster youth, and low-income students.</p> | <p>Annually monitor by 1.5 CAASPP ELA and 1.6 CAASPP Math.</p> <p>Routinely monitor through:</p> <ul style="list-style-type: none"> Panorama Student Survey Data: Monitoring student feedback on their relationships with teachers, including feelings of support, trust, and connection, will reveal if the increased planning time allows for more personalized attention and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | | stronger rapport between teachers and students. |
| 1.7 | <p>Action: Elementary Supplemental Supports</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students.</p> <p>After assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | <p>Elementary Support Teachers, specializing in ELA and math, provide a crucial safety net within the Multi-Tiered System of Support (MTSS) framework. They utilize specialized software to pinpoint individual skill gaps in English learners, foster youth, and low-income students, allowing for personalized interventions that directly target areas crucial for success on the CAASPP assessments. Resources like phonics materials and on-level readers ensure these students build the foundational skills necessary for tackling the reading comprehension challenges found on both the ELA and Math CAASPP exams.</p> <p>Teachers themselves receive continuous professional development focused on strategies like word recognition and improved number sense, empowering them to adapt their instruction to the unique needs of these student populations. Data analysis skills help them create flexible groupings where students with similar needs can get targeted instruction, addressing specific CAASPP-related skills. Support teachers model and coach effective small group routines.</p> <p>Alongside this, the school environment emphasizes inclusivity. Inclusive practices mean English Learners, foster youth, and low-income students aren't segregated from the core curriculum, ensuring they have the same opportunities as their peers to develop the knowledge base the CAASPP assesses. Trained paraprofessionals and work supported by the Partners for Inclusive Education (PIE) committee,</p> | <p>Annually monitor using 1.5 CAASPP ELA and 1.6 CAASPP Math.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Post Elementary PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | <p>ensure students have access to support within the general classroom setting, fostering success in the Least Restrictive Environment (LRE).</p> <p>Finally, Teachers on Special Assignment and Assistant Principals provide additional student management support. This creates a more focused learning environment for all, a benefit particularly felt by students who may have challenges impacting their academic performance and consequently, their CAASPP scores.</p> <p>The substantial achievement gap in ELA and Math for English Learners, Foster Youth, and Low-Income students necessitates a comprehensive district-wide initiative encompassing specialized support teachers, targeted professional development, inclusive practices, and additional student management support to ensure equitable access to a high-quality education that addresses the unique needs of these students and promotes their success on CAASPP assessments and beyond.</p> | |
| <p>1.8</p> | <p>Action: Secondary Supplemental Supports</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the percentage of 11th grade students meeting Early Assessment Program (EAP) criteria in ELA is 5.49% (English Learners), 25.49% (Foster Youth), and 25.84% (Low Income), which was a smaller percentage than all 11th grade students.</p> | <p>This program offers several targeted services to support English Learners (ELs), foster youth, and low-income students in their journey to ELA proficiency by 11th grade. Dedicated ELD intervention, alongside regular ELA support, ensures that ELs receive focused instruction essential for success. Online learning platforms and inclusive classrooms provide flexible environments for these students to learn at their own pace. Specialized software like Read 180/System 44 targets vocabulary development, reading comprehension, and writing skills. Counselors play a crucial role in proactively</p> | <p>Annually monitor using 1.5 CAASPP ELA, 1.6 CAASPP Math, and 1.14 Percentage of 11th-grade students meeting Early Assessment Program (EAP) criteria in 11th grade.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Post Secondary PD Survey: This will gather |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | <p>Scope: LEA-wide</p> | <p>placing foster youth, low-income students, and those experiencing homelessness into the most appropriate intervention programs, addressing potential barriers to success. The inclusion model fosters a sense of belonging and ensures these students are fully supported without being isolated from their peers. Additionally, the AVID program targets traditionally under-represented students in college preparation, offering academic support, exploration, and guidance key for succeeding in demanding ELA courses and eventual college readiness. By extending these services across all middle and high schools, the program provides consistency and crucial continuity as students progress through their education. This multi-pronged approach emphasizes individualized attention, inclusive environments, and a focus on post-secondary pathways — crucial elements for narrowing the achievement gap and ensuring all students gain the skills needed for ELA proficiency by 11th grade.</p> | <p>feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.</p> |
| <p>1.9</p> | <p>Action: College and Career Readiness</p> <p>Need: After assessing our English Learners and Low-Income students' needs, conditions, and circumstances, we learned that the percentage of students in the 2023 graduating class prepared on CCI indicators is 24.5% (English Learners) and 43.1% (Low Income), which was a smaller percentage than all graduating students.</p> <p>Scope: LEA-wide</p> | <p>This action directly supports English learners and low-income students in achieving College and Career Indicator (CCI) preparedness by focusing on several key areas. Providing these support systems at all schools is crucial because it ensures equity in opportunity. Targeted support with multi-tiered interventions and Spanish language resources addresses the unique needs of English Learners, regardless of which school they attend. Expanding A-G course offerings and providing specific AP support for English Learners at each school ensures all students have access to rigorous college preparatory coursework. Dedicated focus on college and career guidance, including financial aid workshops, ensures that students from low-income backgrounds, students experiencing homelessness, foster youth, and</p> | <p>Annually monitor using 1.20 College/Career Indicator.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • 6-Year College & Career Plan data, gathered annually from grades 7 - 12, will allow students to share their interests and aspirations early on, allowing us to make informed decisions about CTE pathways |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | students with disabilities at every school receive the support they need to plan and succeed beyond high school. Finally, supporting them through the challenges of school transitions at all locations promotes their long-term success and avoids disparities in preparedness based on school location. | being offered and students' perceptions of college and career opportunities. |
| 1.13 | <p>Action: Dual Immersion</p> <p>Need: After assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of high school students receiving the State Seal of Biliteracy is low at 6.5% of students in the graduating class of 2023.</p> <p>Scope: LEA-wide</p> | <p>By strengthening and expanding our Dual Immersion (DI) program, we are creating a direct pathway for students to achieve the required fluency in two languages to qualify for the State Seal of Biliteracy by graduation. The program's immersive environment fosters strong second-language acquisition and academic performance in both languages, putting students on track for success in assessments.</p> <p>Equitable access to the DI program for all students is crucial. By offering it to all students, regardless of their native language, we ensure everyone has the opportunity to develop biliteracy, a valuable skill that benefits them in college, careers, and personal growth.</p> | Annually monitor using 1.18 Percent of high school students receiving the State Seal of Biliteracy and 1.5 CAASPP ELA & 1.6 CAASPP Math disaggregated by DI program enrollment. |
| 1.14 | <p>Action: Student Learning, Monitoring and Feedback</p> <p>Need: After assessing our English Learner students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -99.8 (ELA) and -126.2 (math), which fell further than the distance from the standard for all students.</p> <p>After assessing our Foster Youth students' needs, conditions, and circumstances, we</p> | This action helps English learners, foster youth, and low-income students achieve greater CAASPP proficiency by providing standards-aligned assessments and data analysis alongside dedicated teams for monitoring student progress. This targeted support helps teachers identify and address specific language barriers for English learners, along with other learning gaps, ensuring all students are well-prepared for state assessments. Providing this service at all schools promotes equity by ensuring all students, regardless of their background, have access to the resources and support necessary to succeed. | 1.5 CAASPP ELA and 1.6 CAASPP Math Routinely monitor using: <ul style="list-style-type: none"> CAASPP Interim Assessment Student Performance: This measures student performance on interim assessments and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | <p>learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -73.8 (ELA) and -112.7 (math), which fell further than the distance from the standard for all students.</p> <p>After assessing our Low-income students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -65.5 (ELA) and -104.6 (math), which fell further than the distance from the standard for all students.</p> <p>Scope: LEA-wide</p> | | <p>will allow us to compare progress from their previous CAASPP scaled score.</p> <p>Testing Coordinator Exit Survey: Feedback from testing coordinators helps find ways to improve assessments for students and teachers.</p> |
| 1.15 | <p>Action: School Site Allocation</p> <p>Need: After assessing our English Learners and Low-Income students' needs, conditions, and circumstances, we learned that the graduation rates are 87.4% (English Learners) and 93.6% (Low-Income), which is lower than the graduation rate for all students.</p> <p>Scope: LEA-wide</p> | <p>The LCFF allocates additional funding to schools based on their number of English Learners, foster youth, and low-income students. This funding supports targeted programs that address these students' specific needs. These include specialized language instruction, academic tutoring, credit recovery options, and social-emotional support. These resources help them overcome barriers, stay on track academically, and increase their chances of graduating. Providing this funding to all schools ensures that students receive equitable support across the district, regardless of their school's demographics, and promotes higher graduation rates for everyone.</p> | <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Program Effectiveness: Evaluating student progress data (e.g., test scores, attendance) aligned with SPSA goals proves the positive impact of the plan, making a strong case for continued financial support. • Data-Driven Decision Making: Using SPSA implementation data to identify |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | | | <p>areas for improvement allows for adjustments to maximize the plan's impact, further justifying the need for continued funding.</p> |
| <p>2.1</p> | <p>Action: Supplemental Transportation</p> <p>Need: After assessing our Low-Income students' needs, conditions, and circumstances, we learned that the chronic absenteeism rates was 33.3%, which is higher than the chronic absenteeism rate for all students.</p> <p>Scope: LEA-wide</p> | <p>Research has shown that providing school bus services can significantly improve student attendance. By offering bussing to all students, the school district can ensure that every child has equal access to education regardless of socio-economic status. This is particularly beneficial for economically disadvantaged students, who experience a 0.5 to 1 percentage point increase in attendance rates and a 2 to 4 percentage point decrease in the probability of being chronically absent when provided with transportation*.</p> <p>Moreover, school buses do more than transport students to and from school. They also serve as a safe and controlled environment, reducing the risk of negative social interactions such as bullying and fighting that can deter students from attending school.</p> <p>*Danielle Sanderson Edwards; Another One Rides the Bus: The Impact of School Transportation on Student Outcomes in Michigan. Education Finance and Policy 2024; 19 (1): 1–31. doi: https://doi.org/10.1162/edfp_a_00382</p> | <p>2.3 - Chronic Absenteeism Rate</p> |
| <p>2.2</p> | <p>Action: Multi-Tiered System of Supports</p> | <p>For foster youth, who often face unique challenges and higher rates of mental health issues, MTSS can provide a structured, supportive environment</p> | <p>2.6 Pupil Suspension Rate</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | <p>Need: After assessing our Foster Youth and Low-Income students' needs, conditions, and circumstances, we learned that the suspension rate is 6.8% (Foster Youth) and 3.0% (Low-Income), which is higher than the suspension rate for all students.</p> <p>Scope: LEA-wide</p> | <p>that addresses their specific needs. The MTSS framework allows for the implementation of trauma-informed care approaches, which are particularly beneficial for foster youth who have experienced trauma. By addressing the social-emotional needs of these students and providing them with individualized support, MTSS can help foster youth succeed academically and socially.</p> <p>For English learners, MTSS can be particularly effective in supporting their language and literacy development. The framework allows for the implementation of culturally and linguistically responsive pedagogical strategies that address the instructional needs of diverse learners. This can help English learners overcome language barriers, improve their academic performance, and reduce the risk of being mistakenly placed in special education classes.</p> | |
| 2.3 | <p>Action: Athletics Program</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that student connectedness decreases in high school. This action will support the high percentage of unduplicated students districtwide.</p> <p>School Climate Survey: Decrease in student connectedness in high school Grade 9: 49% <ul style="list-style-type: none"> • English Learner: 52% • Foster Youth: 42% Grade 11: 55%</p> | <p>Participation in athletics can significantly enhance the high school experience, particularly for English learners, foster youth, and low-income students. Engaging in sports activities fosters a sense of belonging, as students become part of a team striving towards common goals. This camaraderie can transcend language barriers, socio-economic differences, and personal backgrounds, creating an inclusive environment where all students feel valued and connected. Moreover, the discipline, resilience, and teamwork learned on the sports field often translate to academic success, further strengthening students' attachment to their school.</p> <p>The decline in student connectedness among English Learners and Foster Youth students in high school, as evidenced by the School Climate Survey, necessitates a district-wide initiative</p> | 2.9 School Climate Survey: School Connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <ul style="list-style-type: none"> • English Learner: 52% • Foster Youth: 46% <p>Scope: LEA-wide</p> | <p>promoting athletic participation to foster a sense of belonging, inclusivity, and academic success for these students.</p> | |
| <p>2.4</p> | <p>Action: Student Wellness and Safety</p> <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that there is an increase in students feeling unsafe in middle and high school. We believe that this action will support the high percentage of unduplicated students districtwide.</p> <p>A percentage of students across the grade levels expressed feeling unsafe at school on the School Climate Survey: School Safety Grade 7:</p> <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%) | <p>Providing students with a sense of safety and caring for their health can significantly improve their academic outcomes. When students, particularly English learners, low-income students, and foster youth, feel safe and healthy, they are better able to focus on their studies. A secure environment reduces stress and anxiety, which can hinder learning and cognitive development. Health care, including mental health services, ensures that students are physically and emotionally well, enabling them to fully engage in academic activities. Furthermore, when students know that their well-being is a priority, it fosters a positive relationship with the school, enhancing their motivation to learn.</p> <p>The increasing percentage of Foster Youth students feeling unsafe in middle and high school, as evidenced by the School Climate Survey, necessitates a district-wide initiative prioritizing student safety and health to improve academic outcomes and foster a positive school environment for these students.</p> | <p>2.8 School Climate Survey: School Safety</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | <ul style="list-style-type: none"> • 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>Scope: LEA-wide</p> | | |
| 3.1 | <p>Action: Parent and Community Opportunities</p> <p>Need: After assessing our Low-Income students' needs, conditions, and circumstances, we learned that 82% of parents agreed that the school encourages them to be active partners, which is lower than the percentage rate for all parents.</p> <p>Scope: LEA-wide</p> | <p>Providing parents with opportunities to be involved in school activities is crucial at every school, and it is particularly important for English learners, low-income students, and foster youth. Parental involvement fosters a sense of community and belonging, which can greatly enhance a student's academic experience and outcomes. For English learners, low-income students, and foster youth, this involvement can provide additional support and resources that may not be readily available at home. It allows parents to better understand the educational process and their child's progress, enabling them to provide more effective support. Furthermore, it encourages open communication between the school and parents, fostering a collaborative approach to education that benefits all parties involved.</p> <p>The lower rate of active parental partnership among low-income families necessitates a district-wide initiative to increase parental involvement opportunities at every school, recognizing the crucial role this plays in enhancing the academic</p> | 3.4 Parent & Family Engagement: California School Parent Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | experience and outcomes for all students, especially those from vulnerable backgrounds. | |
| 3.2 | <p>Action: Parent Center</p> <p>Need: After assessing our Low-Income students' needs, conditions, and circumstances, we learned that 81% of parents agreed that teachers communicate about what students are expected to learn, which is lower than the percentage rate for all parents.</p> <p>Scope: LEA-wide</p> | <p>Providing in-person support to all families enrolling their children in schools is highly beneficial, particularly for parents of students who are low-income, English Learners, and Foster Youth. This approach fosters a more personalized and empathetic interaction, allowing school staff to address specific concerns and questions directly. For low-income families, in-person support can help navigate potential financial barriers and understand available resources. For parents of English Learners, this support can bridge language gaps, ensuring clear communication about academic expectations and resources. For Foster Youth, who often face unique challenges, in-person support can provide a sense of stability and belonging. Overall, this hands-on approach strengthens the school-community relationship, promotes parental involvement, and ensures that every child, regardless of their background, has an equal opportunity to succeed.</p> <p>The lower rate of agreement (81%) among low-income parents regarding teacher communication about learning expectations necessitates a district-wide initiative to provide in-person support to all families during enrollment, recognizing the crucial role this plays in establishing clear communication and fostering equitable access to educational resources for all students, especially those from vulnerable backgrounds.</p> | 3.8 Parent interaction with district and site-level communication |
| 3.3 | <p>Action: Communication Outreach</p> | The services provided by the Department of Strategic Communications are crucial at every school in the district. Effective communication | 3.8 Parent interaction with district and site-level communication |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | <p>Need: After assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that 9% of parents interacted with district messages, which we believe all unduplicated student groups will benefit from intentional and routine communication.</p> <p>Scope: LEA-wide</p> | <p>ensures that all families, particularly those of low income, English Learners, and foster youth, are informed and engaged. This is vital for their children's academic success. By keeping these families updated on district news, events, and resources, it promotes equal opportunities for learning and growth. It also fosters a sense of community and belonging, which is essential for the holistic development of every student.</p> | |
| 3.4 | <p>Action: Parent Involvement and Community Outreach (PICO)</p> <p>Need: After assessing our Low-Income students' needs, conditions, and circumstances, we learned that 82% of parents agreed that the school encourages them to be active partners, which is lower than the percentage rate for all parents.</p> <p>Scope: LEA-wide</p> | <p>The services provided by Parent Involvement & Community Outreach (PICO) are particularly crucial for parents of low-income students, English Learners, and foster youth. These groups often face additional challenges that can hinder their academic success. Low-income families may lack the resources necessary for educational support at home, such as books or tutoring services. English Learners may struggle with language barriers that can impede their understanding of the curriculum. Foster youth often face instability in their living situations, which can disrupt their learning continuity. By providing resources, training, and support, PICO helps to level the playing field, ensuring that these students receive the same opportunities for academic success as their peers. Furthermore, implementing these services at all schools is essential to ensure equity in education, as it guarantees that every student, regardless of their background or circumstances, has access to the support they need to succeed.</p> | 3.4 Parent & Family Engagement: California School Parent Survey |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.10 | <p>Action: Foster Youth and Students Experiencing Homelessness Support Services</p> <p>Need: After assessing our Foster Youth and Students Experiencing Homelessness needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -73.8 (Foster Youth) and -110.6 (Students Experiencing Homelessness), which fell further than the distance from the standard for all students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Providing targeted academic support for foster youth and students experiencing homelessness is essential at all schools. Regular transcript and credit reviews help identify potential struggles in ELA courses early on, enabling the implementation of tailored interventions. A counselor dedicated to understanding the unique challenges of these students offers specialized guidance. Proactive outreach from academic counselors ensures these students know about resources such as ELA-focused tutoring, digital learning tools, and ongoing grade monitoring. Appropriate course placement through AB 216 checks prevents students from being placed in overly challenging ELA classes, protecting their confidence and motivation. Prioritized access to tutoring reinforces their ELA skills. Additionally, professional development for all staff in trauma-informed practices fosters a supportive environment that recognizes the impact of trauma on learning, making classrooms more conducive to focus and academic success – essential for improved CAASPP ELA scores.</p> | <p>Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math.</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Regular Transcript Review: The counselor will conduct systematic reviews of transcripts for each foster and homeless youth, tracking completed courses, credits earned, and any outstanding graduation requirements. • Track Service Delivery: The counselor will track the types of services provided to each student, such as academic counseling, college and |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | | | <p>career guidance, and referrals to community resources, to ensure comprehensive support is provided.</p> |
| <p>1.11</p> | <p>Action: English Learner Services</p> <p>Need: After assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of English Learners making progress on English proficiency as measured by the ELPI is low (orange) at 40.7%, which includes 9 schools making very low (red) progress.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>Implementing a robust English Learner support system at all school sites directly accelerates these students' English proficiency. This system provides teachers with specialized training (QTEL), expert guidance on instruction and assessment of language skills (TSAs, evaluators), and the resources to offer diverse language development programs (designated ELD, integrated ELD, dual-language immersion). This comprehensive support across all schools ensures that every English learner receives the targeted instruction, resources, and qualified staff they need to thrive, regardless of their location. This approach fosters greater equity in education and ultimately prepares all students, including English learners, for academic and future success.</p> | <p>Annually monitor using 1.11 Percentage of English Learner students making progress on English proficiency (ELPI)</p> <p>Routinely monitor using:</p> <ul style="list-style-type: none"> • Post Multilingual Education PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus. |
| <p>1.12</p> | <p>Action: Long Term English Learners (LTEL)</p> | <p>Implementing a robust English Learner support system at all school sites directly accelerates English proficiency, especially for Long-Term</p> | <p>1.12 English Learner Reclassification Rate</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>Need: After assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of English Learners being reclassified as Fluent English Proficient is low at 7.70%.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>English Learners (LTELs). This system provides teachers with specialized training (QTEL) and expert guidance on pinpointing the specific needs of LTELs (TSAs). It also offers intensive language development programs, such as targeted interventions with Bilingual Language Tutors, tailored to address the unique challenges faced by students who have been in the system for an extended time. This comprehensive support across all schools ensures that LTEL students get the specific attention needed to break through language barriers, regardless of their location. This approach fosters greater equity in education and prepares these students to reach their full academic potential.</p> | |

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

Additional Concentration Grant Funding

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

Jurupa Unified School District is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of staff (both certificated and classified) who provide direct services to students in school campuses with greater than 55% of unduplicated pupil enrollment (which is all schools for 2024-25). The current or planned increase in staffing is as follows:

- Increase Health Care Aides' hours at each school site to allow for additional health support for students (Goal 2, Action 4)
- Support Teachers at each elementary school and Del Sol Academy to provide intervention support for targeted students based on NWEA assessments (Goal 1, Action 7)
- Seven Assistant Principals and 10 Teachers on Special Assignment - Administrative support at elementary sites (Goal 1, Action 7)
- Second Assistant Principal and additional Campus Supervisor and Activity Supervisors at Del Sol Academy (Goal 2, Action 4 & Goal 1, Action 7)
- Additional district Nurse to decrease student-to-nurse ratio (Goal 2, Action 4)

- Additional Counselor for Patriot High School to lower the student: counselor ratio as compared to other high schools (Goal 1, Action 8)
- Additional 1.0 teacher for NVHS to support students who are most credit-deficient (Goal 1, Action 8)
- One Spanish teacher will be at two middle schools to support A-G attainment. (Goal 1, Action 8)
- An Education Equity Middle School Counselor to provide support for students experiencing homelessness and foster youth (Goal 1, Action 9)

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | 1:33.8 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 1:15.9 |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| | [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$194,304,192 | \$66,522,328 | 34.236% | 0.000% | 34.236% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$73,326,413.00 | \$5,456,593.00 | | \$7,197,403.00 | \$85,980,409.00 | \$76,114,999.00 | \$9,865,410.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--|----------|--|--|---|----------|--|---|-----------|-----------------|---------------------|-----------------|-------------------|-------------|---------------|-----------------|
| This table was automatically populated from this LCAP. | | | | | | | | | | | | | | | |
| 1 | 1.1 | Standards Aligned Curriculum | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$450,000.00 | \$120,000.00 | \$570,000.00 | | | | \$570,000.00 |
| 1 | 1.2 | Professional Development | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,990,000.00 | \$110,000.00 | \$260,000.00 | \$1,000,000.00 | | \$840,000.00 | \$2,100,000.00 |
| 1 | 1.3 | Visual and Performing Arts (VAPA) | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$6,360,104.00 | \$754,055.00 | \$3,934,924.00 | \$3,179,235.00 | | | \$7,114,159.00 |
| 1 | 1.4 | Education and Information Technology | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$3,400,000.00 | \$155,000.00 | \$3,155,000.00 | | | \$400,000.00 | \$3,555,000.00 |
| 1 | 1.5 | Professional Preparation and Collaboration Time | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$3,154,690.00 | \$0.00 | \$3,154,690.00 | | | | \$3,154,690.00 |
| 1 | 1.6 | Reducing Class Sizes through Grade Span Adjustment | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$14,756,868.00 | \$0.00 | \$14,756,868.00 | | | | \$14,756,868.00 |
| 1 | 1.7 | Elementary Supplemental Supports | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools TK - 6th | Ongoing | \$8,306,347.00 | \$315,000.00 | \$7,747,443.00 | | | \$873,904.00 | \$8,621,347.00 |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|--------------------|-----------------------|---|--|--|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| | | | | | | | | Grade | | | | | | | | |
| 1 | 1.8 | Secondary Supplemental Supports | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Middle and High Schools Grades 7 - 12 | Ongoing | \$2,146,556.00 | \$665,000.00 | \$2,642,556.00 | | | \$169,000.00 | \$2,811,556.00 |
| 1 | 1.9 | College and Career Readiness | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$6,123,693.00 | \$1,180,000.00 | \$6,213,693.00 | \$750,000.00 | | \$340,000.00 | \$7,303,693.00 |
| 1 | 1.10 | Foster Youth and Students Experiencing Homelessness Support Services | Foster | Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | Ongoing | \$175,000.00 | \$70,000.00 | \$235,000.00 | | | \$10,000.00 | \$245,000.00 |
| 1 | 1.11 | English Learner Services | English | Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$3,677,337.00 | \$635,000.00 | \$3,700,000.00 | | | \$612,337.00 | \$4,312,337.00 |
| 1 | 1.12 | Long Term English Learners (LTEL) | English | Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 |
| 1 | 1.13 | Dual Immersion | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Elementary: Pedley, Stone Avenue, Sunnyslope, West Riverside; Middle: Mira Loma and Mission; High: Patriot | Ongoing | \$9,032,286.00 | \$25,000.00 | \$9,057,286.00 | | | | \$9,057,286.00 |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|--------------------|-----------------------|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|----------------|----------------|
| 1 | 1.14 | Student Learning, Monitoring and Feedback | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$250,000.00 | \$17,000.00 | \$267,000.00 | | | | \$267,000.00 |
| 1 | 1.15 | School Site Allocation | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$5,173,732.00 | \$2,812,728.00 | \$4,147,464.00 | | | \$3,838,996.00 | \$7,986,460.00 |
| 2 | 2.1 | Supplemental Transportation | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,107,564.00 | \$389,200.00 | \$1,496,764.00 | | | | \$1,496,764.00 |
| 2 | 2.2 | Multi-Tiered System of Supports | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,339,674.00 | \$300,000.00 | \$1,526,508.00 | | | \$113,166.00 | \$1,639,674.00 |
| 2 | 2.3 | Athletics Program | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,101,218.00 | \$800,000.00 | \$1,901,218.00 | | | | \$1,901,218.00 |
| 2 | 2.4 | Student Wellness and Safety | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$5,562,466.00 | \$1,231,427.00 | \$6,793,893.00 | | | | \$6,793,893.00 |
| 3 | 3.1 | Parent and Community Opportunities | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$20,000.00 | \$5,000.00 | \$25,000.00 | | | | \$25,000.00 |
| 3 | 3.2 | Parent Center | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$473,615.00 | \$25,000.00 | \$498,615.00 | | | | \$498,615.00 |
| 3 | 3.3 | Communication Outreach | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$456,816.00 | \$60,000.00 | \$516,816.00 | | | | \$516,816.00 |
| 3 | 3.4 | Parent Involvement and Community Outreach (PICO) | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$645,675.00 | \$75,000.00 | \$720,675.00 | | | | \$720,675.00 |
| 4 | 4.1 | English Learner Supports | English Learners | | No | | | | Ongoing | \$30,000.00 | \$86,000.00 | | \$116,000.00 | | | \$116,000.00 |
| 4 | 4.2 | Preparedness for College and Career | All | | No | | | | Ongoing | \$381,358.00 | \$30,000.00 | | \$411,358.00 | | | \$411,358.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--------------|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| | | | | | | | | | | | | | | | |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|-------------------|
| [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | | [AUTO-CALCULATED] |
| \$194,304,192 | \$66,522,328 | 34.236% | 0.000% | 34.236% | \$73,326,413.00 | 0.000% | 37.738 % | Total: | \$73,326,413.00 |
| | | | | | | | | LEA-wide Total: | \$69,386,413.00 |
| | | | | | | | | Limited Total: | \$3,940,000.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--|----------|---|---|----------|--|-------------|--|---|
| This table is automatically generated and calculated from this LCAP. | | | | | | | | |
| 1 | 1.1 | Standards Aligned Curriculum | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$570,000.00 | |
| 1 | 1.2 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$260,000.00 | |
| 1 | 1.3 | Visual and Performing Arts (VAPA) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,934,924.00 | |
| 1 | 1.4 | Education and Information Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,155,000.00 | |
| 1 | 1.5 | Professional Preparation and Collaboration Time | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,154,690.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|---|--|---|
| 1 | 1.6 | Reducing Class Sizes through Grade Span Adjustment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$14,756,868.00 | |
| 1 | 1.7 | Elementary Supplemental Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools TK - 6th Grade | \$7,747,443.00 | |
| 1 | 1.8 | Secondary Supplemental Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Middle and High Schools Grades 7 - 12 | \$2,642,556.00 | |
| 1 | 1.9 | College and Career Readiness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,213,693.00 | |
| 1 | 1.10 | Foster Youth and Students Experiencing Homelessness Support Services | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | \$235,000.00 | |
| 1 | 1.11 | English Learner Services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$3,700,000.00 | |
| 1 | 1.12 | Long Term English Learners (LTEL) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$5,000.00 | |
| 1 | 1.13 | Dual Immersion | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Elementary: Pedley, Stone Avenue, Sunnyslope, West Riverside; Middle: Mira Loma and Mission; High: Patriot | \$9,057,286.00 | |
| 1 | 1.14 | Student Learning, Monitoring and Feedback | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$267,000.00 | |
| 1 | 1.15 | School Site Allocation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,147,464.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 2 | 2.1 | Supplemental Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,496,764.00 | |
| 2 | 2.2 | Multi-Tiered System of Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,526,508.00 | |
| 2 | 2.3 | Athletics Program | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,901,218.00 | |
| 2 | 2.4 | Student Wellness and Safety | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,793,893.00 | |
| 3 | 3.1 | Parent and Community Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | |
| 3 | 3.2 | Parent Center | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$498,615.00 | |
| 3 | 3.3 | Communication Outreach | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$516,816.00 | |
| 3 | 3.4 | Parent Involvement and Community Outreach (PICO) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$720,675.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$107,138,152.00 | \$113,188,711.79 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|----------------------|--|--|--|---|
| This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added. | | | | | |
| 1 | 1.1 | Standards Aligned Curriculum | Yes | \$834,916.00 | \$1,443,538.93 |
| 1 | 1.2 | Professional Development | Yes | \$1,915,434.00 | \$873,005.61 |
| 1 | 1.3 | Professional Development and Program Accountability | Yes | \$638,693.00 | \$595,317.92 |
| 1 | 1.4 | Standards Aligned Instructional Materials | No | \$11,280,267.00 | \$11,994,185.88 |
| 1 | 1.5 | ELA/ELD, Mathematics, and Science Supplemental Support Materials | Yes | \$120,000.00 | \$1,826,955.20 |
| 1 | 1.6 | Visual and Performing Arts (VAPA) | Yes | \$3,700,000.00 | \$4,765,189.09 |
| 1 | 1.7 | Library Resources | Yes | \$250,000.00 | \$124,887.77 |
| 1 | 1.8 | 1:1 Digital Gateway | Yes | \$1,025,477.00 | \$1,129,693.86 |
| 1 | 1.9 | Technology Administrative and Training Support | Yes | \$617,560.00 | \$348,445.29 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.10 | Professional Preparation and Collaboration Time | Yes | \$2,910,768.00 | \$3,154,690 |
| 1 | 1.11 | Teacher Induction Program | Yes | \$255,658.00 | \$557,817.50 |
| 1 | 1.12 | Reducing Class Sizes through Grade Span Adjustment | Yes | \$15,409,425.00 | \$16,855,616.24 |
| 1 | 1.13 | Elementary Support Teachers | Yes | \$5,791,572.00 | \$6,153,829.24 |
| 1 | 1.14 | Elementary Intervention and Prevention Software | Yes | \$200,000.00 | \$660,397.74 |
| 1 | 1.15 | Literacy Planning and Professional Development | Yes | \$194,325.00 | \$195,490.56 |
| 1 | 1.16 | Elementary Extended Day Opportunities | Yes | \$9,315,000.00 | \$7,655,240.38 |
| 1 | 1.17 | Parent and Early Child Development Center | No | \$1,092,734.00 | \$1,636,543.03 |
| 1 | 1.18 | Elementary Library, Textbook, and Resource Management | Yes | \$1,444,102.00 | \$1,732,580.44 |
| 1 | 1.19 | Elementary Inclusive Practices | No | \$25,000.00 | \$16,979.90 |
| 1 | 1.20 | AVID Elementary | Yes | \$403,734.00 | \$335,571.66 |
| 1 | 1.21 | Secondary Intervention Teachers | Yes | \$2,475,269.00 | \$2,806,035.32 |
| 1 | 1.22 | Secondary Intervention, Prevention, and Course Access | Yes | \$509,000.00 | \$578,608.76 |
| 1 | 1.23 | Secondary Extended Day Opportunities (ELO) | Yes | \$861,403.00 | \$974,511.73 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 1 | 1.24 | College Career Indicators: A-G, AP, and CTE | Yes | \$3,822,995.00 | \$2,620,174.64 |
| 1 | 1.25 | Advanced Placement | Yes | \$397,506.00 | \$158,662.00 |
| 1 | 1.26 | Middle School Counselors | Yes | \$731,141.00 | \$799,218.04 |
| 1 | 1.27 | Career Technical Education (CTE) | Yes | \$1,919,808.00 | \$3,731,833.26 |
| 1 | 1.28 | Career Center | Yes | \$318,955.00 | \$355,510.77 |
| 1 | 1.29 | Secondary Library, Textbook, and Resource Management | Yes | \$653,412.00 | \$676,627.00 |
| 1 | 1.30 | Secondary Inclusive Practices | No | \$25,000.00 | \$702.83 |
| 1 | 1.31 | AVID Secondary | Yes | \$371,058.00 | \$371,939.43 |
| 1 | 1.32 | Adult Education | No | \$1,265,106.00 | \$1,280,019.30 |
| 1 | 1.33 | Secondary Academic Support Programs | Yes | \$156,278.00 | \$179,743.54 |
| 1 | 1.34 | Foster Youth Support Services | Yes | \$55,938.00 | \$17,686.10 |
| 1 | 1.35 | English Learner Services | Yes | \$2,478,971.00 | \$3,126,879.06 |
| 1 | 1.36 | English Learner Facilitators | Yes | \$24,136.00 | \$83,370.55 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.37 | Bilingual Language Tutors | Yes | \$2,140,079.00 | \$1,965,772.66 |
| 1 | 1.38 | Dual-Immersion | Yes | \$9,118,934.00 | \$8,757,143 |
| 1 | 1.39 | Data Management System and Analysis | Yes | \$25,000.00 | \$10,222.99 |
| 1 | 1.40 | Assessment Annex | Yes | \$537,599.00 | \$736,362.01 |
| 1 | 1.41 | Student Learning Monitoring and Feedback | Yes | \$165,000.00 | \$40,165.25 |
| 1 | 1.42 | Virtual Learning Program | Yes | \$1,607,423.00 | \$2,847,993.45 |
| 1 | 1.43 | Elementary Student Management | Yes | \$3,542,790.00 | \$3,431,518.07 |
| 2 | 2.1 | Facility Improvements | No | \$600,000.00 | 0 |
| 2 | 2.2 | Classroom Furniture & Equipment Upgrades | No | \$200,000.00 | \$26,360 |
| 2 | 2.3 | Supplemental Transportation | Yes | \$3,048,345.00 | \$2,030,270.58 |
| 2 | 2.4 | Multi-Tiered System of Supports | Yes | \$1,004,748.00 | \$723,191.40 |
| 2 | 2.5 | Student Youth Court and Restorative Practices | Yes | \$32,000.00 | \$8,251.10 |
| 2 | 2.6 | Saturday School | Yes | \$272,880.00 | \$193,786.41 |
| 2 | 2.7 | Athletics Program | Yes | \$1,878,338.00 | \$2,516,591.45 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.8 | School & Student Safety | Yes | \$4,665,647.00 | \$5,439,435.44 |
| 2 | 2.9 | Mental Health Support Services | Yes | \$98,998.00 | \$355,193.47 |
| 2 | 2.10 | Health Care Aides | Yes | \$2,033,361.00 | \$2,295,071.16 |
| 3 | 3.1 | Parent and Community Opportunities | Yes | \$56,000.00 | 0 |
| 3 | 3.2 | Parent Trainings | Yes | \$157,000.00 | \$50,448.32 |
| 3 | 3.3 | Parents in Leadership | Yes | \$35,250.00 | \$10,843.77 |
| 3 | 3.4 | Parent Center | Yes | \$527,099.00 | \$559,543.00 |
| 3 | 3.5 | Communication Outreach | Yes | \$604,265.00 | \$435,726.30 |
| 3 | 3.6 | Parent Involvement and Community Outreach | Yes | \$665,194.00 | \$725,086.13 |
| 4 | 4.1 | Homeless Youth Staff Case Management | Yes | \$225,733.00 | \$212,237.26 |
| 4 | 4.2 | Identification | Yes | \$14,400.00 | 0 |
| 4 | 4.3 | Attendance Team | Yes | \$86,400.00 | 0 |
| 4 | 4.4 | Extended Learning Opportunities | Yes | \$305,028.00 | 0 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 67,333,123 | \$71,965,103.00 | \$69,724,005.00 | \$2,241,098.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
|--------------------|----------------------|----------------------------|---|--|---|---|---|

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

| | | | | | | | |
|---|------|--|-----|-----------------|----------------|--|--|
| 1 | 1.1 | Standards Aligned Curriculum | Yes | \$834,916.00 | \$1,262,324.34 | | |
| 1 | 1.2 | Professional Development | Yes | \$925,434.00 | \$203,971.90 | | |
| 1 | 1.3 | Professional Development and Program Accountability | Yes | \$300,798.00 | \$269,867.96 | | |
| 1 | 1.5 | ELA/ELD, Mathematics, and Science Supplemental Support Materials | Yes | \$120,000.00 | \$1,813,058.25 | | |
| 1 | 1.6 | Visual and Performing Arts (VAPA) | Yes | \$3,700,000.00 | \$3,957,238.00 | | |
| 1 | 1.7 | Library Resources | Yes | \$125,000.00 | \$45,076.06 | | |
| 1 | 1.8 | 1:1 Digital Gateway | Yes | \$902,197.00 | \$1,038,522.42 | | |
| 1 | 1.9 | Technology Administrative and Training Support | Yes | \$217,481.00 | \$882.40 | | |
| 1 | 1.10 | Professional Preparation and Collaboration Time | Yes | \$2,910,768.00 | \$3,154,690 | | |
| 1 | 1.11 | Teacher Induction Program | Yes | \$10,000.00 | 0.00 | | |
| 1 | 1.12 | Reducing Class Sizes through Grade Span Adjustment | Yes | \$15,409,425.00 | \$14,567,040 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.13 | Elementary Support Teachers | Yes | \$4,844,836.00 | \$3,753,233.42 | | |
| 1 | 1.14 | Elementary Intervention and Prevention Software | Yes | \$50,000.00 | \$384,014.25 | | |
| 1 | 1.15 | Literacy Planning and Professional Development | Yes | \$30,000.00 | 0 | | |
| 1 | 1.16 | Elementary Extended Day Opportunities | Yes | \$15,000.00 | 0 | | |
| 1 | 1.18 | Elementary Library, Textbook, and Resource Management | Yes | \$1,426,102.00 | \$1,383,493.72 | | |
| 1 | 1.20 | AVID Elementary | Yes | \$274,473.00 | \$335,571.66 | | |
| 1 | 1.21 | Secondary Intervention Teachers | Yes | \$2,475,269.00 | 0 | | |
| 1 | 1.22 | Secondary Intervention, Prevention, and Course Access | Yes | \$128,000.00 | \$540,028.12 | | |
| 1 | 1.23 | Secondary Extended Day Opportunities (ELO) | Yes | \$45,000.00 | 0 | | |
| 1 | 1.24 | College Career Indicators: A-G, AP, and CTE | Yes | \$3,740,000.00 | \$2,531,036.52 | | |
| 1 | 1.25 | Advanced Placement | Yes | \$15,000.00 | 0 | | |
| 1 | 1.26 | Middle School Counselors | Yes | \$731,141.00 | \$799,218.04 | | |
| 1 | 1.27 | Career Technical Education (CTE) | Yes | \$1,158,093.00 | \$3,731,833.26 | | |
| 1 | 1.28 | Career Center | Yes | \$318,955.00 | \$355,510.77 | | |
| 1 | 1.29 | Secondary Library, Textbook, and Resource Management | Yes | \$603,412.00 | \$676,627.00 | | |
| 1 | 1.31 | AVID Secondary | Yes | \$311,058.00 | \$371,939.43 | | |
| 1 | 1.33 | Secondary Academic Support Programs | Yes | \$156,278.00 | \$179,743.54 | | |
| 1 | 1.34 | Foster Youth Support Services | Yes | \$55,938.00 | \$16,705.30 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.35 | English Learner Services | Yes | \$744,270.00 | \$760,858.52 | | |
| 1 | 1.36 | English Learner Facilitators | Yes | \$24,136.00 | \$83,370.55 | | |
| 1 | 1.37 | Bilingual Language Tutors | Yes | \$1,066,237.00 | \$998,106.94 | | |
| 1 | 1.38 | Dual-Immersion | Yes | \$9,118,934.00 | \$8,757,143.00 | | |
| 1 | 1.39 | Data Management System and Analysis | Yes | \$25,000.00 | \$10,222.99 | | |
| 1 | 1.40 | Assessment Annex | Yes | \$370,704.00 | \$498,184.19 | | |
| 1 | 1.41 | Student Learning Monitoring and Feedback | Yes | \$165,000.00 | 0 | | |
| 1 | 1.42 | Virtual Learning Program | Yes | \$1,607,423.00 | \$168,859 | | |
| 1 | 1.43 | Elementary Student Management | Yes | \$3,542,790.00 | \$3,431,518.07 | | |
| 2 | 2.3 | Supplemental Transportation | Yes | \$3,048,345.00 | \$2,030,270.58 | | |
| 2 | 2.4 | Multi-Tiered System of Supports | Yes | \$1,004,748.00 | \$369,570.39 | | |
| 2 | 2.5 | Student Youth Court and Restorative Practices | Yes | \$32,000.00 | \$8,251.10 | | |
| 2 | 2.6 | Saturday School | Yes | \$30,000.00 | 0 | | |
| 2 | 2.7 | Athletics Program | Yes | \$1,660,538.00 | \$1,979,124.00 | | |
| 2 | 2.8 | School & Student Safety | Yes | \$4,665,647.00 | \$5,026,598.00 | | |
| 2 | 2.9 | Mental Health Support Services | Yes | \$98,998.00 | \$2,442.04 | | |
| 2 | 2.10 | Health Care Aides | Yes | \$667,271.00 | \$2,295,071.16 | | |
| 3 | 3.1 | Parent and Community Opportunities | Yes | \$56,000.00 | 0 | | |
| 3 | 3.2 | Parent Trainings | Yes | \$72,000.00 | 0 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.3 | Parents in Leadership | Yes | \$32,625.00 | \$10,843.77 | | |
| 3 | 3.4 | Parent Center | Yes | \$527,099.00 | \$559,543.00 | | |
| 3 | 3.5 | Communication Outreach | Yes | \$476,923.00 | \$435,726.30 | | |
| 3 | 3.6 | Parent Involvement and Community Outreach | Yes | \$665,194.00 | \$725,086.13 | | |
| 4 | 4.1 | Homeless Youth Staff Case Management | Yes | \$225,733.00 | \$201,588.91 | | |
| 4 | 4.2 | Identification | Yes | \$7,200.00 | 0 | | |
| 4 | 4.3 | Attendance Team | Yes | \$43,200.00 | 0 | | |
| 4 | 4.4 | Extended Learning Opportunities | Yes | \$152,514.00 | 0 | | |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 198,002,405 | 67,333,123 | 0 | 34.006% | \$69,724,005.00 | 0.000% | 35.214% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).