



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description

All students will be college and career ready.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Appropriately Assigned Teachers	Percentage of "Clear" Full-Time Equivalency (FTE): 91.4% Source: 2021-22 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report	Percentage of "Clear" Full-Time Equivalency (FTE): 90.2% Source: 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest	Percentage of "Clear" Full-Time Equivalency (FTE): 90.1% Source: 2023-24 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest	Percentage of "Clear" Full-Time Equivalency (FTE): 95.0% Source: 2025-26 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report
1.2	Access to Instructional Materials	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0% Source: Destiny Library Management System	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.	The 2025-26 Self Reflection Tool will be completed in the Spring and reported on the 2026-27 LCAP.	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELA, Mathematics, Next Generation Science Standards, and History-Social Science.
1.4	English Learner Access to California Standards including English Language Development (ELD) standards	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD	The 2025-26 Self Reflection Tool will be completed in the Spring and reported on the 2026-27 LCAP.	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full Implementation and Sustainability for ELD
1.5	Pupil Achievement on Statewide Assessments: California Assessment of	All Students: 56.8 points below standard (Orange)	All Students: 56.6 points below standard (Orange) (+0.2 points)	All Students: 54.3 points below standard (Orange) (+2.5 points)	All Students: 47.8 points below standard (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>Student Performance and Progress (CAASPP):</p> <p>English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)</p>	<p>Schools with Very Low (Red) Indicator: -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> <p>All Socioeconomically Disadvantaged: 65.5 points below standard (Orange)</p> <p>Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 104.9 points below standard -Jurupa Valley High: 53.4 points below standard -Mission Bell Elementary: 97.1 points below standard -Mission Middle: 78.5 points below standard -Peralta Elementary: 70.9 points below standard -Rustic Lane Elementary: 72.4 points below standard -West Riverside Elementary: 103.7 points below standard</p> <p>All English Learners: 99.8 points below standard (Red)</p> <p>Schools with Very Low (Red) Indicator: -Del Sol Academy: 95.8 points below standard -Glen Avon Elementary: 70.3 points below standard</p>	<p>Schools with Very Low (Red) Indicator last school year (2023-24): -Ina Arbuckle Elementary: 90.9 points below standard (+13.5 points) -Mission Bell Elementary: 79.4 points below standard (+16.8 points) -Mission Middle: 84.2 points below standard (-9 points) -West Riverside Elementary: 94.6 points below standard (+10.3 points)</p> <p>All Socioeconomically Disadvantaged: 64.3 points below standard (Orange) (+1.2 points)</p> <p>Schools with Very Low (Red) Indicator last school year (2023-24): -Ina Arbuckle Elementary: 90.8 points below standard (+14.1 points) -Jurupa Valley High: 53.6 points below standard (-0.2 points) -Mission Bell Elementary: 81.2 points below standard (+15.9 points) -Mission Middle: 85.8 points below standard (-7.3 points) -Peralta Elementary: 47.9 points below standard (+23 points) -Rustic Lane Elementary: 80.8 points below standard (-8.4 points) -West Riverside Elementary: 93.2 points below standard (+10.5 points)</p>	<p>Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 80.3 points below standard (+24.1 points) -Mission Bell Elementary: 77.9 points below standard (+18.3 points) -Mission Middle: 85 points below standard (-10.2 points) -West Riverside Elementary: 90.8 points below standard (+14.1 points)</p> <p>All Socioeconomically Disadvantaged: 63.5 points below standard (Orange) (+2 points)</p> <p>Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 81.5 points below standard (+24.6 points) -Jurupa Valley High: 33.9 points below standard (+19.5 points) -Mission Bell Elementary: 77 points below standard (+20.1 points) -Mission Middle: 90.1 points below standard (-11.6 points) -Peralta Elementary: 41.1 points below standard (+29.8 points) -Rustic Lane Elementary: 74.1 points below standard (-1.7 points) -West Riverside Elementary: 91.5 points</p>	<p>Schools with Very Low (Red) Indicator in Baseline: -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 below standard</p> <p>All Socioeconomically Disadvantaged: 56.5 points below standard (Yellow)</p> <p>Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 93.9 points below standard -Jurupa Valley High: 44.4 points below standard -Mission Bell Elementary: 88.1 points below standard -Mission Middle: 69.5 points below standard -Peralta Elementary: 60.9 points below standard -Rustic Lane Elementary: 63.4 points below standard -West Riverside Elementary: 94.7 points below standard</p> <p>All English Learners: 90.8 points below standard (Yellow)</p> <p>Schools with Very Low (Red) Indicator: -Del Sol Academy: 86.8 points below standard -Glen Avon Elementary: 60.3 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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: 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 standard (Red) Students with Disabilities: 130.5 points below standard (Red) Schools with Very Low (Red) Indicator:	All English Learners: 95 points below standard (Orange) (+4.8 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Del Sol Academy: 93.4 points below standard (+2.4 points) -Glen Avon Elementary: 58.5 points below standard (+11.8 points) -Granite Hill Elementary: 77.3 points below standard (+5.2 points) -Ina Arbuckle Elementary: 101.2 points below standard (+19.6 points) -Jurupa Middle: 90.1 points below standard (+12.3 points) -Jurupa Valley High: 116.1 points below standard (+18.7 points) -Mission Bell Elementary: 84.2 points below standard (+16.6 points) -Mission Middle: 131.5 points below standard (-4.8 points) -Patriot High: 103.9 points below standard (-3.3 points) -Pedley Elementary: 95.7 points below standard (+18.3 points) -Peralta Elementary: 67.3 points below standard (+19.8 points) -Rustic Lane Elementary: 95.7 points below standard (-3.9 points) -Sky Country Elementary: 64.5 points below standard (+10.8 points)	below standard (+12.2 points) All English Learners: 90.1 points below standard (Orange) (+9.7 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Del Sol Academy: 83.7 points below standard (+12.1 points) -Glen Avon Elementary: 62.3 points below standard (+8 points) -Granite Hill Elementary: 87.7 points below standard (-5.2 points) -Ina Arbuckle Elementary: 89.4 points below standard (+31.4 points) -Jurupa Middle: 86.9 points below standard (+15.5 points) -Jurupa Valley High: 106.3 points below standard (+28.5 points) -Mission Bell Elementary: 82 points below standard (+18.8 points) -Mission Middle: 122.2 points below standard (+4.5 points) -Patriot High: 118.8 points below standard (-18.2 points) -Pedley Elementary: 84.7 points below standard (+29.3 points) -Peralta Elementary: 56.5 points below standard (+30.6 points) -Rustic Lane Elementary: 81 points below standard (+10.8 points)	-Granite Hill Elementary: 73.5 points below standard -Ina Arbuckle Elementary: 110.8 points below standard -Jurupa Middle: 93.4 points below standard -Jurupa Valley High: 125.8 points below standard -Mission Bell Elementary: 90.8 points below standard -Mission Middle: 117.7 points below standard -Patriot High: 91.6 points below standard -Pedley Elementary: 105.0 points below standard -Peralta Elementary: 78.1 points below standard -Rustic Lane Elementary: 82.8 points below standard -Sky Country Elementary: 66.3 points below standard -Sunnyslope Elementary: 70.4 points below standard -Troth Street Elementary: 83.7 points below standard -West Riverside Elementary: 114.3 points below standard All Foster Youth: 64.8 points below standard (Yellow) All Homeless Youth: 101.6 points below standard (Orange) Students with Disabilities: 121.5 points below standard (Orange) Schools with Very Low (Red) Indicator:

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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 below standard -Sunnyslope Elementary: 129.6 points below standard -Troth Street Elementary: 148.3 points below standard -Van Buren Elementary: 142.4 points below standard All Hispanic Students: 61.7 points below standard (Orange) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 103.3 points below standard -Jurupa Valley High: 46.7 points below standard -Mission Bell Elementary: 95.8 points below standard -Mission Middle: 74.9 points below standard -West Riverside Elementary: 106.9 points below standard	-Sunnyslope Elementary: 84.5 points below standard (-5.1 points) -Troth Street Elementary: 72.6 points below standard (+20.1 points) -West Riverside Elementary: 104.7 points below standard (+18.6 points) All Foster Youth: 84.7 points below standard (Red) (-10.9 points) All Homeless Youth: 89.6 points below standard (Orange) (+21 points) Students with Disabilities: 129.5 points below standard (Red) (+1 point) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 122.0 points below standard (+6.2 points) -Del Sol Academy: 116.9 points below standard (+6.9 points) -Glen Avon Elementary: 103.8 points below standard (-5.2 points) -Jurupa Middle: 145.4 points below standard (-10.9 points) -Jurupa Valley High School: 126.0 points below standard (+8.5 points) -Mission Bell Elementary: 156.9 points below standard (+11.2 points)	-Sky Country Elementary: 60.3 points below standard (+15 points) -Sunnyslope Elementary: 75.5 points below standard (+3.9 points) -Troth Street Elementary: 81 points below standard (+11.7 points) -West Riverside Elementary: 98.3 points below standard (+25 points) All Foster Youth: 80.4 points below standard (Orange) (-6.6 points) All Homeless Youth: 70.2 points below standard (Orange) (+40.4 points) Students with Disabilities: 124.1 points below standard (Orange) (+6.4 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Camino Real Elementary: 91.1 points below standard (+37.1 points) -Del Sol Academy: 118.3 points below standard (+5.5 points) -Glen Avon Elementary: 120.5 points below standard (-21.9 points) -Jurupa Middle: 145.1 points below standard (-10.2 points) -Jurupa Valley High School: 121.3 points below standard (+13.2 points)	-Camino Real Elementary: 119.2 points below standard -Del Sol Academy: 114.8 points below standard -Glen Avon Elementary: 89.6 points below standard -Jurupa Middle: 125.9 points below standard -Jurupa Valley High School: 125.5 points below standard -Mission Bell Elementary: 159.1 points below standard -Pedley Elementary: 79.4 points below standard -Sunnyslope Elementary: 120.6 points below standard -Troth Street Elementary: 139.3 points below standard -Van Buren Elementary: 133.4 points below standard All Hispanic Students: 52.7 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 94.3 points below standard -Jurupa Valley High: 37.7 points below standard -Mission Bell Elementary: 86.8 points below standard -Mission Middle: 65.9 points below standard -West Riverside Elementary: 97.9 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Source: Fall 2023 California School Dashboard</p>	<p>-Pedley Elementary: 104.8 points below standard (-16.4 points) -Sunnyslope Elementary: 135.8 points below standard (-6.2 points) -Troth Street Elementary: 154.8 points below standard (-6.5 points) -Van Buren Elementary: 135.6 points below standard (+6.8 points)</p> <p>All Hispanic Students: 61.4 points below standard (Orange) (+0.3 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Ina Arbuckle Elementary: 91.5 points below standard (+11.8 points) -Jurupa Valley High: 48.0 points below standard (-1.3 points) -Mission Bell Elementary: 80.8 points below standard (+15 points) -Mission Middle: 83.7 points below standard (-8.8 points) -West Riverside Elementary: 94.3 points below standard (+12.6 points)</p> <p>Source: Fall 2024 California School Dashboard</p>	<p>-Mission Bell Elementary: 140.9 points below standard (+27.2 points) -Pedley Elementary: 84.4 points below standard (+4 points) -Sunnyslope Elementary: 120.4 points below standard (+9.2 points) -Troth Street Elementary: 143.3 points below standard (+5 points) -Van Buren Elementary: 131.6 points below standard (+10.8 points)</p> <p>All Hispanic Students: 59 points below standard (Orange) (+2.7 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 81.6 points below standard (+21.7 points) -Jurupa Valley High: 32.5 points below standard (+14.2 points) -Mission Bell Elementary: 76.5 points below standard (+19.3 points) -Mission Middle: 84.3 points below standard (-9.4 points) -West Riverside Elementary: 90 points below standard (+16.9 points)</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>Source: Fall 2026 California School Dashboard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.6	Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	All Students: 95.9 points below standard (Red) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 105.6 points below standard -Jurupa Middle: 96.0 points below standard -Mira Loma Middle: 109.4 points below standard -Mission Bell Elementary: 100.3 points below standard -Mission Middle: 133.0 points below standard -Patriot High: 124.2 points below standard -Rubidoux High: 167.5 points below standard 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 -Patriot High: 133.9 points below standard -Rubidoux High: 169.4 points below standard -West Riverside Elementary: 117.0 points below standard	All Students: 90.2 points below standard (Yellow) (+5.7 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Ina Arbuckle Elementary: 94.7 points below standard (+10.9 points) -Jurupa Middle: 86.1 points below standard (+9.9 points) -Mira Loma Middle: 100.8 points below standard (+8.6 points) -Mission Bell Elementary: 89.6 points below standard (+10.7 points) -Mission Middle: 132.1 points below standard (+0.9 points) -Patriot High: 108.3 points below standard (+15.9 points) -Rubidoux High: 173.4 points below standard (-5.9 points) All Socioeconomically Disadvantaged: 97.7 points below standard (Orange) (+6.9 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Ina Arbuckle Elementary: 94.5 points below standard (+11.5 points) -Jurupa Middle: 95.3 points below standard (+10.9 points) -Mission Bell Elementary: 90.2 points below standard (+9.7 points)	All Students: 89.7 points below standard (Orange) (+6.2 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 100.8 points below standard (+4.8 points) -Jurupa Middle: 89.8 points below standard (+6.2 points) -Mira Loma Middle: 112.3 points below standard (-2.9 points) -Mission Bell Elementary: 102.6 points below standard (-2.3 points) -Mission Middle: 129 points below standard (+4 points) -Patriot High: 109.3 points below standard (+14.9 points) -Rubidoux High: 151 points below standard (+16.5 points) All Socioeconomically Disadvantaged: 99.2 points below standard (Red) (+5.4 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 102.1 points below standard (+3.9 points) -Jurupa Middle: 102 points below standard (+4.2 points) -Mission Bell Elementary: 104.9 points below standard (-5 points)	All Students: 86.9 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 96.6 points below standard -Jurupa Middle: 87.0 points below standard -Mira Loma Middle: 100.4 points below standard -Mission Bell Elementary: 91.3 points below standard -Mission Middle: 124.0 points below standard -Patriot High: 115.2 points below standard -Rubidoux High: 158.5 points below standard All Socioeconomically Disadvantaged: 94.6 points below standard (Yellow) Schools with Very Low (Red) Indicator: -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 -West Riverside Elementary: 108.0 points below standard All English Learners: 117.2 points below standard (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>All English Learners: 126.2 points below standard (Red) Schools with Very Low (Red) Indicator: -Del Sol Academy: 109.4 points below standard -Ina Arbuckle Elementary: 113.2 points below standard -Jurupa Middle: 153.8 points below standard -Mission Bell Elementary: 102.7 points below standard -Mission Middle: 178.3 points below standard -Patriot High: 183.4 points below standard -Pedley Elementary: 117.7 points below standard -Rustic Lane Elementary: 97.2 points below standard -Troth Street Elementary: 106.2 points below standard -West Riverside Elementary: 127.9 points below standard</p> <p>All Foster Youth: 112.7 points below standard (Red)</p> <p>All Homeless Youth: 141.8 points below standard (Red)</p> <p>Students with Disabilities: 160.5 points below standard (Orange) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 144.6 points below standard</p>	<p>-Mission Middle: 133.3 points below standard (+0.5 points) -Patriot High: 116.9 points below standard (+17 points) -Rubidoux High: 173.8 points below standard (-4.4 points) -West Riverside Elementary: 105.2 points below standard (+11.8 points)</p> <p>All English Learners: 118.6 points below standard (Orange) (+7.6 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Del Sol Academy: 110.4 points below standard (-1 point) -Ina Arbuckle Elementary: 101.3 points below standard (+11.9 points) -Jurupa Middle: 131.8 points below standard (+22.0 points) -Mission Bell Elementary: 89.6 points below standard (+13.1 points) -Mission Middle: 167.5 points below standard (10.8 points) -Patriot High: 172.6 points below standard (+10.8 points) -Pedley Elementary: 107.3 points below standard (+10.4 points) -Rustic Lane Elementary: 106.5 points below standard (-9.3 points)</p>	<p>-Mission Middle: 134.5 points below standard (-0.7 points) -Patriot High: 121.2 points below standard (+12.7 points) -Rubidoux High: 150.3 points below standard (+19.1 points) -West Riverside Elementary: 94.5 points below standard (+22.5 points)</p> <p>All English Learners: 116 points below standard (Red) (+10.2 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Del Sol Academy: 92.1 points below standard (+17.3 points) -Ina Arbuckle Elementary: 104.8 points below standard (+8.4 points) -Jurupa Middle: 130.6 points below standard (+23.2 points) -Mission Bell Elementary: 105.8 points below standard (-3.1 points) -Mission Middle: 164.5 points below standard (+13.8 points) -Patriot High: 177.4 points below standard (+6 points) -Pedley Elementary: 101.8 points below standard (+15.9 points) -Rustic Lane Elementary: 87.8 points below standard (+9.4 points)</p>	<p>Schools with Very Low (Red) Indicator: -Del Sol Academy: 100.4 points below standard -Ina Arbuckle Elementary: 104.2 points below standard -Jurupa Middle: 144.8 points below standard -Mission Bell Elementary: 93.7 points below standard -Mission Middle: 169.3 points below standard -Patriot High: 174.4 points below standard -Pedley Elementary: 108.7 points below standard -Rustic Lane Elementary: 88.2 points below standard -Troth Street Elementary: 95.0 points below standard -West Riverside Elementary: 118.9 points below standard</p> <p>All Foster Youth: 103.7 points below standard (Orange)</p> <p>All Homeless Youth: 132.8 points below standard (Orange)</p> <p>Students with Disabilities: 151.5 points below standard (Orange) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 135.6 points below standard -Del Sol Academy: 1276.8 points below standard -Mira Loma Middle: 150.7 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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) 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	-Troth Street Elementary: 80.4 points below standard (+25.8 points) -West Riverside Elementary: 115.7 points below standard (+12.2 points) All Foster Youth: 114.5 points below standard (Red) (-1.8 points) All Homeless Youth: 130.1 points below standard (Red) (+11.7 points) Students with Disabilities: 154.8 points below standard (Orange) (+5.7 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 154.8 points below standard (-10.2 points) -Del Sol Academy: 144.7 points below standard (-7.9 points) -Mira Loma Middle: 161.3 points below standard (-1.6 points) -Mission Middle: 193.1 points below standard (+4.2 points) -Peralta Elementary: 132.3 points below standard (+16.3 points) -Sunnyslope Elementary: 134.6 points below standard (-0.9 points) -Troth Street Elementary: 158.9 points below standard (+14.3 points)	-Troth Street Elementary: 84.8 points below standard (+21.4 points) -West Riverside Elementary: 99.7 points below standard (+28.2 points) All Foster Youth: 106.8 points below standard (Orange) (+5.9 points) All Homeless Youth: 114.8 points below standard (Orange) (+27 points) Students with Disabilities: 157 points below standard (Red) (+3.5 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Camino Real Elementary: 127.4 points below standard (+17.2 points) -Del Sol Academy: 143.7 points below standard (-6.9 points) -Mira Loma Middle: 132.6 points below standard (+27.1 points) -Mission Middle: 187 points below standard (+10.3 points) -Peralta Elementary: 97.5 points below standard (+51.1 points) -Sunnyslope Elementary: 128.3 points below standard (+5.4 points) -Troth Street Elementary: 157.2 points below standard (+16 points)	-Mission Middle: 188.3 points below standard -Peralta Elementary: 139.6 points below standard -Sunnyslope Elementary: 124.7 points below standard -Troth Street Elementary: 164.2 points below standard All African American Students: 95.0 points below standard (Yellow) All Hispanic Students: 91.6 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 95.0 points below standard -Jurupa Middle: 92.8 points below standard -Mission Bell Elementary: 90.7 points below standard -Mission Middle: 123.7 points below standard -Patriot High: 118.3 points below standard -Rubidoux High: 163.0 points below standard All White Students: 56.4 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Patriot High: 106.4 points below standard Source: Fall 2026 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Source: Fall 2023 California School Dashboard</p>	<p>All African American Students: 96.7 points below standard (Orange) (+8.0 points)</p> <p>All Hispanic Students: 95.5 points below standard (Orange) (+5.1 points)</p> <p>Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> -Ina Arbuckle Elementary: 94.2 points below standard (+11.7 points) -Jurupa Middle: 92.1 points below standard (+9.7 points) -Mission Bell Elementary: 91.8 points below standard (+7.9 points) -Mission Middle: 132.2 points below standard (+0.5 points) -Patriot High: 116.8 points below standard (+10.5 points) -Rubidoux High: 171.7 points below standard (+0.3 points) <p>All White Students: 55.1 points below standard (Yellow) (+10.3 points)</p> <p>Schools with Very Low (Red) Indicator last school year (2023-24):</p> <ul style="list-style-type: none"> -Patriot High: 52.3 points below standard (+63.1 points) <p>Source: Fall 2024 California School Dashboard</p>	<p>All African American Students: 113.7 points below standard (Red) (-9 points)</p> <p>All Hispanic Students: 95.4 points below standard (Red) (+5.2 points)</p> <p>Schools with Very Low (Red) Indicator during baseline school year (2023-24):</p> <ul style="list-style-type: none"> -Ina Arbuckle Elementary: 100.6 points below standard (+5.3 points) -Jurupa Middle: 96.9 points below standard (+4.9 points) -Mission Bell Elementary: 102 points below standard (-2.3 points) -Mission Middle: 130.3 points below standard (+2.4 points) -Patriot High: 115.8 points below standard (+11.5 points) -Rubidoux High: 149.6 points below standard (+22.4 points) <p>All White Students: 47.3 points below standard (Yellow) (+18.1 points)</p> <p>Schools with Very Low (Red) Indicator during baseline school year (2023-24):</p> <ul style="list-style-type: none"> -Patriot High: 33 points below standard (+82.4 points) <p>Source: Fall 2025 California School Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% -Socioeconomically Disadvantaged: 13.21% -English Learners: 1.03% -Foster Youth: 14.28% -Homeless Youth: 6.06% -Students with Disabilities: 3.47%</p> <p>Source: California Assessments Website</p>	<p>All Students: 14.87% (-0.78%) -Socioeconomically Disadvantaged: 12.79% (-0.42%) -English Learners: 1.58% (+0.55%) -Foster Youth: 13.04% (-1.24%) -Homeless Youth: 6.06% (-0.18%) -Students with Disabilities: 3.53% (+0.06%)</p> <p>Source: 2023-24 California Assessments Website</p>	<p>All Students: 15.73% (+.08%) -Socioeconomically Disadvantaged: 13.82% (+0.61%) -English Learners: 1.80% (+0.77%) -Foster Youth: 9.09% (-5.19%) -Homeless Youth: 10.42% (+4.36%) -Students with Disabilities: 4.80% (+1.33%)</p> <p>Source: 2024-25 California Assessments Website</p>	<p>All Students: 24.65% -Socioeconomically Disadvantaged: 22.21% -English Learners: 10.03% -Foster Youth: 23.28% -Homeless Youth: 15.06% -Students with Disabilities: 12.47%</p> <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 -Socioeconomically Disadvantaged: 16.4% -English Learners: 8.0% -Foster Youth: Not Reported (Under 10 Students) -Homeless Youth: 11.1% -Students with Disabilities: 9.1%</p>	<p>All Students: 23.9% (+7.1%) met UC/CSU requirements and completed at least one CTE pathway -Socioeconomically Disadvantaged: 22.2% (+5.4%) -English Learners: 11.0% (+3.0%) -Foster Youth: 6.7% -Homeless Youth: 12.1% (+1.0%) -Students with Disabilities: 8.7% (-0.4%)</p> <p>Source: Fall 2024 California School Dashboard</p>	<p>All Students: 27.7% (+10.9%) met UC/CSU requirements and completed at least one CTE pathway -Socioeconomically Disadvantaged: 26.4% (+10%) -English Learners: 14.4% (+6.4%) -Foster Youth: 9.5% (Under 10 Students) -Homeless Youth: 4.2% (-6.9%) (Under 10 Students) -Students with Disabilities: 12.0% (+2.9%)</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>All Students: 19.8% met UC/CSU requirements and completed at least one CTE pathway -Socioeconomically Disadvantaged: 19.4% -English Learners: 11.0% -Foster Youth: Not Reported (Under 10 Students) -Homeless Youth: 14.1% -Students with Disabilities: 12.1%</p>
1.9	Percentage of students completing UC/CSU Entrance Requirements (A-G)	<p>All Students: 38.1% met UC/CSU requirements -Socioeconomically Disadvantaged: 36.7% -English Learners: 12.1%</p>	<p>All Students: 40.7% (+2.6%) met UC/CSU requirements</p>	<p>All Students: 45.8% (+7.7%) met UC/CSU requirements</p>	<p>All Students: 41.1% met UC/CSU requirements -Socioeconomically Disadvantaged: 39.7% -English Learners: 15.1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Foster Youth: Not Reported (Under 10 Students) -Homeless Youth: 24.1% -Students with Disabilities: 11.8%	-Socioeconomically Disadvantaged: 38.2% (+1.5%) -English Learners: 16.8% (+4.7%) -Foster Youth: 26.7% -Homeless Youth: 20.7% (-3.4%) -Students with Disabilities: 10.9% (-0.9%) Source: Fall 2024 California School Dashboard	-Socioeconomically Disadvantaged: 43.5% (+6.8%) -English Learners: 22.0% (+7.9%) -Foster Youth: 9.5% (Under 10 Students) -Homeless Youth: 11.3% (-12.8%) (Under 10 Students) -Students with Disabilities: 17.1% (+5.3%) Source: Fall 2025 California School Dashboard	-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)	All Students: 33.7% completed at least one Career Technical Education (CTE) Pathway -Socioeconomically Disadvantaged: 33.6% -English Learners: 26.4% -Foster Youth: Not Reported (Under 10 Students) -Homeless Youth: 22.2% -Students with Disabilities: 27.7%	All Students: 43.9% (+10.2%) completed at least one Career Technical Education (CTE) Pathway -Socioeconomically Disadvantaged: 43.1% (+9.5%) -English Learners: 35.0% (+8.6%) -Foster Youth: 13.3% -Homeless Youth: 22.4% (+0.2%) -Students with Disabilities: 34.3% (+6.6%) Source: Fall 2024 California School Dashboard	All Students: 49.4% (+15.7%) completed at least one Career Technical Education (CTE) Pathway -Socioeconomically Disadvantaged: 48.7% (+15.1%) -English Learners: 41.4% (+15%) -Foster Youth: 28.6% (Under 10 Students) -Homeless Youth: 23.9% (+1.7%) -Students with Disabilities: 44.9% (+17.2%) Source: Fall 2025 California School Dashboard	All Students: 41% completed at least one Career Technical Education (CTE) Pathway -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	District: 40.7% (Orange) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 26.7% -Del Sol Academy: 42.2%	District: 37.1% (Orange) (-3.6%) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 32.3% (+5.6%)	District: 36.3% (Orange) (-4.4%) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 30.3% (+3.6%)	District: 46.7% (Green) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 32.7% -Del Sol Academy: 48.2%

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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% Source: Fall 2023 California School Dashboard	-Del Sol Academy: 42.6% (+0.4%) -Indian Hills Elementary: 34.5% (-3.8%) -Jurupa Middle: 33.9% (+10.7%) -Nueva Vista Continuation High: 16.3% (+4%) -Patriot High: 35.6% (+6.4%) -Rubidoux High: 15.6% (-18.5%) -Troth Street Elementary: 44.2% (+5.9%) -West Riverside Elementary: 32.8% (-6.4%) Source: Fall 2024 California School Dashboard	-Del Sol Academy: 34.1% (-8.1%) -Indian Hills Elementary: 33.8% (-4.5%) -Jurupa Middle: 35.6% (+12.4%) -Nueva Vista Continuation High: 8.7% (-3.6%) -Patriot High: 48.1% (+18.9%) -Rubidoux High: 26.5% (-7.6%) -Troth Street Elementary: 26.2% (-12.1%) -West Riverside Elementary: 42.7% (+3.5%) Source: Fall 2025 California School Dashboard	-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 Elementary: 45.2% Source: Fall 2026 California School Dashboard
1.12	English Learner Reclassification Rate	District: 7.70% Source: Student Information System (SIS)	District: 6.26% (-1.44%) Source: Student Information System (SIS)	District: 7.24% (-0.46%) 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: 44.2% (+4.1%) Socioeconomically Disadvantaged: Not Reported English Learner: 60.6% (+48.5%) Foster Youth: 0% Students with Disabilities: 20% (+8.2%) Source: 2023-24 Local data	District: 55.2% (+17.1%) Socioeconomically Disadvantaged: 54.4% (+17.7%) English Learner: 63.8% (+51.7%) Foster Youth: 25% Students with Disabilities: 40.9% (+29.1%) Source: 2024-25 Local data	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	ELA: All 11th-grade students: 37.21% (+7.99%) met or exceeded standard	ELA: All 11th-grade students: 39.35% (+10.13%) met or exceeded standard	ELA: All 11th-grade students: 39% met or exceeded standard

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>-Socioeconomically Disadvantaged: 25.84% met or exceeded standard</p> <p>-English Learner: 5.49% met or exceeded standard</p> <p>-Foster Youth: 25.49% met or exceeded standard</p> <p>Math: All 11th-grade students: 16.84% met or exceeded standard</p> <p>--Socioeconomically Disadvantaged: 14.29% met or exceeded standard</p> <p>-English Learner: 4.46% met or exceeded standard</p> <p>-Foster Youth: 11.76% met or exceeded standard</p>	<p>-Socioeconomically Disadvantaged: 33.03% (+7.19%) met or exceeded standard</p> <p>-English Learner: 3.65% (-1.84%) met or exceeded standard</p> <p>-Foster Youth: Not Reported (Under 11 Students)</p> <p>Math: All 11th-grade students: 11.40% (-5.44%) met or exceeded standard</p> <p>--Socioeconomically Disadvantaged: 8.67% (-5.67%) met or exceeded standard</p> <p>-English Learner: 0.35% (-4.11%) met or exceeded standard</p> <p>-Foster Youth: Not Reported (Under 11 Students)</p>	<p>-Socioeconomically Disadvantaged: 36.45% (+10.61%) met or exceeded standard</p> <p>-English Learner: 5.28% (-0.21%) met or exceeded standard</p> <p>-Foster Youth: Not Reported (Under 11 Students)</p> <p>Math: All 11th-grade students: 13.54% (-3.30%) met or exceeded standard</p> <p>--Socioeconomically Disadvantaged: 11.35% (-2.94%) met or exceeded standard</p> <p>-English Learner: 1.76% (-2.7%) met or exceeded standard</p> <p>-Foster Youth: Not Reported (Under 11 Students)</p> <p>Source: 2024-25 California Assessments Website</p>	<p>-Socioeconomically Disadvantaged: 36% met or exceeded standard</p> <p>-English Learner: 16% met or exceeded standard</p> <p>-Foster Youth: 36% met or exceeded standard</p> <p>Math: All 11th-grade students: 27% met or exceeded standard</p> <p>--Socioeconomically Disadvantaged: 25% met or exceeded standard</p> <p>-English Learner: 15% met or exceeded standard</p> <p>-Foster Youth: 22% met or exceeded standard</p>
1.15	High School Graduation Rate	<p>District: 93.7% Graduated (Green)</p> <p>-Socioeconomically Disadvantaged: 93.6% Graduated</p> <p>-English Learner: 87.4% Graduated</p> <p>-Foster Youth: Not Reported (Less than 10 Students)</p> <p>Source: Fall 2023 California School Dashboard</p>	<p>District: 93.3% (-0.4%) Graduated (Green)</p> <p>-Socioeconomically Disadvantaged: 92.8% (-0.8%) Graduated</p> <p>-English Learner: 86.8% (-0.6%) Graduated</p> <p>-Foster Youth: 86.7%</p> <p>Source: Fall 2024 California School Dashboard</p>	<p>District: 92.4% (-1.3%) Graduated (Green)</p> <p>-Socioeconomically Disadvantaged: 92.1% (-1.5%) Graduated</p> <p>-English Learner: 86.3% (-1.1%) Graduated</p> <p>-Foster Youth: 76.2%</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>District: 95.0% Graduated (Blue)</p> <p>-Socioeconomically Disadvantaged: 95.0% Graduated</p> <p>-English Learner: 90.5% Graduated</p> <p>-Foster Youth: Not Reported (Less than 10 Students)</p> <p>Source: Fall 2026 California School Dashboard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.16	Percent of high school students receiving a passing grade in CTE courses	41.19% Source: Student Information System - As of Semester 1 2023-24	46.50% Source: Student Information System - As of Semester 1 2024-25	46.72% (+5.53%) Source: Student Information System - As of Semester 1 2025-26	44.19% Source: Student Information System - As of Semester 1 2026-27
1.17	Percent of high school students receiving college credit for dual enrollment	7.97% Source: Student Information System - As of Semester 1 2023-24	9.59% Source: Student Information System - As of Semester 1 2024-25	12.47% (+4.5%) Source: Student Information System - As of Semester 1 2025-26	10.97% 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	2023-24 Graduating Class: 115 Students (14.4%) Source: Fall 2024 California School Dashboard - College/Career Levels and Measures Report & Data	2024-25 Graduating Class: 190 Students (20.2%) (+13.5%) Source: Fall 2025 California School Dashboard - College/Career Levels and Measures Report & Data	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	0% The JrROTC program is not offered in JUSD Source: Student Information System - As of Semester 1 2025-26	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) -Socioeconomically Disadvantaged: 43.1% of	District: 53.0% of the 2023-24 Graduating Class Prepared (Green) (+9.1%) -Socioeconomically Disadvantaged: 50.6% (+7.5%) of the 2023-24 Graduating Class Prepared -English Learner: 30.8% (+6.3%) of the 2023-24	District: 63.8% of the 2024-25 Graduating Class Prepared (Green) (+19.9%) -Socioeconomically Disadvantaged: 61.9% (+18.8%) -English Learner: 45.3% (+20.8%) -Foster Youth: 30.0%	Fall 2026 California School Dashboard only reported Status Level. District: 55% of the 2025-26 Graduating Class Prepared (High) -Socioeconomically Disadvantaged: 55% of the

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>the 2022-23 Graduating Class Prepared -English Learner: 24.5% of the 2022-23 Graduating Class Prepared -Foster Youth: Not Reported (Less than 11 Students) -Homeless Youth: 32.1% of the 2022-23 Graduating Class Prepared</p> <p>Schools with Very Low Status Indicator:</p> <p>Nueva Vista Continuation High: -All Students: 2.7% of the 2022-23 Graduating Class Prepared -Socioeconomically Disadvantaged: 2.8% of the 2022-23 Graduating Class Prepared -English Learner: 5.9% of the 2022-23 Graduating Class Prepared -Students with Disabilities: 1.9% of the 2022-23 Graduating Class Prepared -Hispanic: 2.9% of the 2022-23 Graduating Class Prepared</p> <p>Rubidoux High: -Students with Disabilities: 9.4% of the 2022-23 Graduating Class Prepared</p> <p>Source: Fall 2023 California School Dashboard</p>	<p>Graduating Class Prepared -Foster Youth: 20.0% of the 2023-24 Graduating Class Prepared -Homeless Youth: 29.8% (-2.3%) of the 2023-24 Graduating Class Prepared</p> <p>Schools with Very Low Status Indicator last school year (2023-24):</p> <p>Nueva Vista Continuation High: -All Students: 5.5% (+2.8%) of the 2023-24 Graduating Class Prepared -Socioeconomically Disadvantaged: 5.2% (+2.4%) of the 2023-24 Graduating Class Prepared -English Learner: 4.3% (-1.6%) of the 2023-24 Graduating Class Prepared -Students with Disabilities: 10.7% (+8.9%) of the 2023-24 Graduating Class Prepared -Hispanic: 4.7% (+1.7%) of the 2023-24 Graduating Class Prepared</p> <p>Rubidoux High: -Students with Disabilities: 25.0% (+15.6%) of the 2023-24 Graduating Class Prepared</p>	<p>-Homeless Youth: 24.3% (-7.8%)</p> <p>Schools with Very Low Status Indicator last school year (2023-24):</p> <p>Nueva Vista Continuation High: -All Students: 13.1% (+10.4%) of the 2024-25 Graduating Class Prepared -Socioeconomically Disadvantaged: 13.2% (+10.4%) -English Learner: 14.5% (-8.6%) -Students with Disabilities: 8.7% (+6.8%) -Hispanic: 13.6% (+10.7%)</p> <p>Rubidoux High: -Students with Disabilities: 42.3% (+32.9%)</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>2025-26 Graduating Class Prepared -English Learner: 35% of the 2025-26 Graduating Class Prepared -Foster Youth: Not Reported (Less than 11 Students) -Homeless Youth: 45% of the 2025-26 Graduating Class Prepared</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Source: Fall 2024 California School Dashboard		
1.21	Other Student Outcomes - NWEA ELA (Grades K-6)	District: Exceeded: 6.4% Met: 17.3% Nearly Met: 25.9% Not Met: 50.5% EL Exceeded: 0.6% Met: 4.9% Nearly Met: 18.4% Not Met: 76.2% (NWEA, Spring Administration, 2023-2024)	District: Exceeded: 8.5% (+2.1%) Met: 19.5% (+2.2%) Nearly Met: 30.6% (+4.7%) Not Met: 41.5% (-9.0%) EL Exceeded: 0.9% (+0.3%) Met: 6.2% (+1.3%) Nearly Met: 28.6% (+10.2%) Not Met: 64.3% (-11.9%) (NWEA, Winter Administration, 2024-2025)	District: Exceeded: 5.3% (+2.1%) Met: 18.1% (+2.2%) Nearly Met: 30.6% (+4.7%) Not Met: 41.5% (-9.0%) EL Exceeded: 1.0% (+0.4%) Met: 9.6% (+4.7%) Nearly Met: 28.0% (+9.6%) Not Met: 61.5% (-14.7%) (NWEA, Winter Administration, 2025-2026)	District: Exceeded: 15.4% Met: 26.3% Nearly Met: 16.9% Not Met: 41.5% EL Exceeded: 9.6% Met: 13.9% Nearly Met: 9.4% Not Met: 67.2% (NWEA, Spring Administration, 2026-2027)
1.22	Other Student Outcomes - NWEA Math (Grades K-6)	District: Exceeded: 4.6% Met: 12.8% Nearly Met: 19.7% Not Met: 53% EL Exceeded: 1% Met: 5.2% Nearly Met: 19.7% Not Met: 74.2% (NWEA, Spring Administration, 2023-2024)	District: Exceeded: 8.3% (+3.7%) Met: 19.3% (+6.5%) Nearly Met: 33.5% (+13.8%) Not Met: 39.0% (-14%) EL Exceeded: 2.2% (+1.2%) Met: 10.8% (+5.6%) Nearly Met: 30.0% (+10.3%) Not Met: 57.0% (-17.2%) (NWEA, Winter Administration, 2024-2025)	District: Exceeded: 8.6% (+4.0%) Met: 22.7% (+9.9%) Nearly Met: 31.0% (+11.3%) Not Met: 37.7% (-15.3%) EL Exceeded: 1.0% (+0%) Met: 9.6% (+4.4%) Nearly Met: 28.0% (+8.3%) Not Met: 61.5% (-12.7%) (NWEA, Winter Administration, 2025-2026)	District: Exceeded: 13.6% Met: 21.8% Nearly Met: 10.7% Not Met: 44% EL Exceeded: 10% Met: 14.2% Nearly Met: 10.7% Not Met: 65.2% (NWEA, Spring Administration, 2026-2027)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Standards Aligned Curriculum 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 two 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 foster and homeless students have access to essential learning materials, technology support, and intervention resources alongside their peers.</p> <p>Required Actions based on student performance from baseline data: -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</p>	Yes	Fully Implemented	\$458,169.00	\$245,238.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Arts indicator at Ina Arbuckle Elementary, Jurupa Valley High, Mission Bell Elementary, and West Riverside Elementary.</p> <p>-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.</p> <p>-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.</p> <p>-Ina Arbuckle Elementary will emphasize culturally responsive practices for Hispanic students who performed at the lowest performance level for the suspension indicator.</p>				
1.2	<p>Professional Development</p> <p>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 Workshops. The district also supports the professional growth of its staff through conference attendance, new teacher PD and teacher induction support on district initiatives and curriculum, Leadership Academy, and professional development for aspiring administrators and classified management.</p> <p>To ensure the effective implementation of these initiatives, the district has appointed a Director and Secretary of Funding and Program Accountability. They support staff and teachers through expanded coordination based on the Local Control and Accountability Plan (LCAP). They address changing staff development needs, analyze student outcomes, and adapt to</p>	Yes	Fully Implemented	\$1,693,323.00	\$521,917.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>changing funding conditions. Their responsibilities include Data Dashboard analysis, educational partner engagement, and program monitoring for Differentiated Assistance, Comprehensive Support and Improvement (CSI), and Additional Comprehensive Support and Improvement (ATSI) in a Continuous Improvement process. They also provide training to build internal capacity for districtwide professional development.</p> <p>The district recognizes the unique challenges faced by students experiencing homelessness and foster youth and is committed to providing specific training and resources to educators to ensure these students' academic and social-emotional needs are met.</p> <p>Required actions based on student performance from baseline data:</p> <ul style="list-style-type: none"> -Intensive, job-embedded professional development for math teachers will focus on effective instructional strategies for diverse learners for the following schools that performed at the lowest level on the mathematics indicator: Ina Arbuckle Elementary, Jurupa Middle, Mira Loma Middle, Mission Bell Elementary, Mission Middle, Patriot High, and Rubidoux High. -We will provide targeted professional development for teachers and staff focused on the Quality Teaching for English Learners (QTEL) and strengthen instructional leadership to ensure QTEL practices are 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. -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 Foster 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>				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Visual and Performing Arts (VAPA) Students will have access to a well-rounded arts education experience designed to enhance their learning and creative expression. This includes the Pacific Avenue Academy of Music (PAAM), which will be fully staffed with music teachers, receive professional development opportunities and have funds to maintain the program. An Elementary Music Program will provide band teachers, a music teacher for Del Sol Academy, music supplies, and a recorder program for 3rd graders to introduce them to music. Additionally, a secondary string program with a dedicated teacher will be available. Funding will support musical supplies and instruments, including repairs and replacements. Finally, site-based VAPA enrichment programs will receive support, expanding art, choir, and theatre opportunities.</p>	Yes	Fully Implemented	\$7,044,333.00	\$3,651,300.33
1.4	<p>Education and Information Technology Students will receive support for the Digital Gateway 1:1 initiative through enhanced technology training and administrative assistance, ensuring seamless technology integration in classrooms and libraries. Elementary students will benefit from organized library, textbook, and resource management, expanded maker spaces, Chromebook assistance, and digital tool training. They'll also enjoy innovative literature-inspired maker activities. Secondary students will have access to well-managed textbooks and library systems, promoting easy access to resources and learning spaces.</p>	Yes	Fully Implemented	\$3,718,340.00	\$1,667,755.93
1.5	<p>Professional Preparation and Collaboration Time Professional Preparation and Collaboration time for teacher planning to analyze data, design intervention support, and do</p>	Yes	Fully Implemented	\$3,217,784.00	\$1,608,892

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 from baseline data: -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> <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6)</p>				
1.6	<p>Reducing Class Sizes through Grade Span Adjustment Reducing class sizes through Grade Span Adjustment (GSA), specifically: -Minimizing combo classes through volunteered flexibility to go over their contractual class sizes -Reduce grades fourth - sixth student-to-teacher allocations from 32:1 to 28:1 -Reduce middle school student-to-teacher allocations from 32:1 to 28:1 -Reduce high school student-to-teacher allocations from 32:1 to 28:1</p> <p>Required actions based on student performance from baseline data:</p>	Yes	Fully Implemented	\$14,010,623.00	\$7,005,311

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>-Teachers will provide small group support and offer more targeted feedback.</p> <p>-Smaller classes will allow for more active learning and collaborative projects, enhancing student engagement and deepening understanding.</p> <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6)</p>				
1.7	<p>Elementary Supplemental Supports Elementary Support Teachers specializing in ELA and math provide targeted interventions within a Multi-Tiered System of Support (MTSS) framework. They utilize specialized software for intervention, prevention, and diagnostic purposes. Teachers receive professional development to enhance literacy and math instruction, focusing on foundational skills, data analysis, and targeted interventions like guided reading. This includes access to Northwest Evaluation Association (NWEA) assessments (Grades 1-6) and ESGI for Kindergarten.</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. Strategic instructional practices centered around a Universal Design for Learning (UDL) ensure students can access core instruction in the least restrictive environment (LRE). The district provides targeted interventions within the MTSS framework, including specialized supports and accommodations designed to meet the unique needs of students with disabilities.</p> <p>Finally, additional student management support is provided through Teachers on Special Assignment (Administrative Support) and Assistant Principals, enhancing the overall learning environment at each elementary school.</p> <p>The district prioritizes early identification and targeted intervention strategies for students experiencing</p>	Yes	Fully Implemented	\$8,248,177.00	\$3,186,683

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>homelessness, ensuring they receive the necessary support to succeed academically.</p> <p>The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic 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 from baseline data:</p> <ul style="list-style-type: none"> -Targeted interventions with small group instruction will be provided to support students at the following schools, which performed the lowest on the English Language Arts indicator: Ina Arbuckle Elementary, Mission Bell Elementary, and West Riverside Elementary. -Teachers will use various instructional methods and materials to scaffold activities to cater to the diverse learning styles and needs of the following student groups, which performed lowest on the English Language Arts indicator: English Learners, Foster Youth, Homeless, Students with Disabilities, and Hispanic students, who performed at the lowest level at the following schools: Mission Bell Elementary and West Riverside Elementary. -Targeted tutoring programs with before/after school support and individualized learning plans will accelerate learning in ELA and math for our foster students who were eligible for Differentiated Assistance. <p>This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the homeless student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.8	<p>Secondary Supplemental Supports A tiered approach to academic support and college/career readiness for all secondary students.</p>	Yes	Fully Implemented	\$3,700,802.00	\$1,761,228.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<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 and foster youth have equitable access to interventions, college readiness programs, and alternative learning pathways alongside their peers.</p> <p>The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic potential.</p>				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<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 from baseline data:</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 foster youth 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	<p>College and Career Readiness A comprehensive system of secondary student learning support designed to promote college and career readiness for all students. This includes:</p> <p>Multi-tiered Interventions: Counselors, administrators, and teachers work collaboratively to identify and provide targeted academic and behavioral support based on individual student needs.</p> <p>Career Technical Education (CTE): Students have access to 26 CTE pathways across 11 industry sectors, with dual</p>	Yes	Fully Implemented	\$9,988,339.00	\$3,006,229

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>enrollment opportunities, professional development, and resources to foster career exploration and skills development.</p> <p>College and Career Readiness Focus:</p> <ul style="list-style-type: none"> -Assistant principals, counselors, and specific support staff (see "Reflections: Annual Performance section") promote the College and Career Indicator (CCI), track progress, and support all students, especially those in historically underserved subgroups. These positions are funded through Learning Recovery Emergency Block Grant funds and will be monitored using Metric 1.20. -Emphasis on supplemental A-G course offerings and attainment, especially for English Learners, along with Spanish language support at the middle school level. -Focus on transitions from middle to high school and high school to post-secondary. -Career Centers with dedicated staff, workshops, and events to support the college application and financial aid processes. -Specialized support for students experiencing homelessness, foster youth, and students with disabilities to ensure equitable access to college and career preparation. <p>Advanced Placement (AP) Expansion: The number of AP courses will be expanded, teacher training will be provided, testing support will be increased, and the AP Capstone Program will be expanded to provide more students with the opportunity for college-level coursework.</p> <p>Required action based on student performance from baseline data:</p> <ul style="list-style-type: none"> -The counselor at Nueva Vista Continuation High will monitor CTE Pathway completion for all students because the school has the lowest status level on the CCI indicator. See Goal 4.1 for additional actions to support these efforts. -Counselors and Education Specialists at Rubidoux High will monitor CTE Pathway completion for students with disabilities and provide additional counseling guidance because students with disabilities have the lowest status level on the CCI indicator. <p>This action will help address the schools and student groups with very low CCI status (Metric 1.20).</p>				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p>Foster Youth and Students Experiencing Homelessness Support Services</p> <p>We will offer a robust academic support system for foster youth and students experiencing homelessness. This includes regular transcript and credit reviews to identify areas for improvement, a dedicated counselor specializing in best practices for these students, and proactive outreach from academic counselors to connect students with resources like tutoring, digital content, and ongoing grade monitoring. The program ensures appropriate course placement through AB 216 student schedule checks and prioritizes district-provided tutoring for these students. To create a supportive learning environment, we will invest in professional development for counselors, teachers, and office staff, focusing on trauma-informed practices.</p> <p>Required actions based on student performance from baseline data:</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. 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. -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>	Yes	Fully Implemented	\$233,502.00	\$106,454

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.11	<p>English Learner Services 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: -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> <p>Language Acquisition Programs: -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> <p>Support Staff: -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 CABE conferences empower parents to support their child's language development.</p> <p>Progress Monitoring: -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> <p>Required actions based on student performance from baseline data:</p>	Yes	Fully Implemented	\$1,680,583.00	\$911,984

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>-Quality Teaching for English Learners (QTEL) will be strengthened, and instructional leadership around the principles will be further developed to support our English learner students who were at the lowest performance level on the ELPI indicator.</p> <p>-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.</p>				
1.12	<p>Long Term English Learners (LTEL) To reduce the number of students reaching LTEL status and accelerate progress for current LTELs, the district will implement a two-tiered approach: early intervention for at-risk ELs and intensified support for existing LTELs. Beginning in elementary grades, NWEA Reading data (grades 1–6) will be systematically analyzed to identify English learners demonstrating persistent gaps in reading comprehension and foundational literacy skills. Identified students will receive tailored instructional supports aligned with their ELD needs, with ongoing progress monitoring to inform instruction.</p> <p>In middle and high school, LTELs will continue to receive targeted instruction. Teachers on Special Assignment (TSAs) will work with site teams to emphasize strategies that address academic language development. Bilingual Language Tutors (BLTs) will prioritize vocabulary acquisition, comprehension of complex texts, and academic writing. English Language (EL) facilitators will analyze student-level data to identify plateaus in progress and recommend responsive interventions. English Language Arts (ELA) and core content teachers will receive ongoing professional development in designated and integrated ELD, including Quality Teaching for English Learners (QTEL) strategies.</p> <p>In schools where LTEL students perform at the lowest level on the English Learner Progress Indicator (ELPI) and/or Chronic Absenteeism Indicator culturally responsive pedagogy will be expanded, and additional engagement efforts will target attendance barriers.</p>	Yes	Fully Implemented	\$222,694.00	\$273,807.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>The district will also revisit local reclassification practices to ensure clarity and alignment with state criteria and peer benchmarks. Finally, efforts to promote the value of bilingualism and biliteracy will be embedded in family engagement activities and schoolwide communications to shift community perceptions and highlight EL achievement as an asset.</p> <p>Language Acquisition Programs: -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> <p>Required Actions Based on Student Performance from baseline data: -Expand use of NWEA Reading data to identify and support at-risk ELs in grades 1–6. -Strengthen QTEL implementation and instructional leadership development in sites with LTEL students at the lowest ELPI level. -Increase culturally responsive and trauma-informed practices at high-need schools with elevated chronic absenteeism among LTELs. -Review and align teacher practices for reclassification determination to ensure consistency and equity.</p>				
1.13	<p>Dual Immersion The district continues to expand its Dual Immersion (DI) Program, providing English-speaking and Spanish-speaking students with the resources necessary to achieve second-language fluency and academic success. This commitment includes funding additional teachers to reduce class sizes in Dual Immersion classrooms at Sunnyslope, Stone Ave, Pedley, West Riverside Elementary, Jurupa Middle, and Mira Loma Middle Schools. Additionally, the district supports DI Bilingual Language Tutors and materials for program growth, professional development for DI teachers, and attendance at conferences such as ATDLE.</p>	Yes	Fully Implemented	\$9,635,325.00	\$4,780,406.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.14	<p>Student Learning, Monitoring and Feedback We will provide comprehensive standards-aligned assessments, robust data analysis, and monitoring tools to optimize student learning outcomes. We achieve this through a dedicated Assessment Annex team, including a Teacher on Special Assignment, support staff, and resources for textbook management and state assessment participation. Additionally, we invest in teacher substitutes to facilitate collaborative teams that analyze student progress data from formative assessments. This allows them to provide targeted feedback and adjust instruction for improved student success.</p> <p>The district prioritizes the disaggregation of assessment data to identify and address the specific learning needs of students experiencing homelessness, ensuring they receive appropriate support and interventions.</p> <p>Required actions based on student performance from baseline data:</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 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 	Yes	Fully Implemented	\$885,776.00	\$363,834.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 and foster youth student group that was eligible for Differentiated Assistance in ELA and Math.</p>				
1.15	<p>School Site Allocation 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>	Yes	Fully Implemented	\$6,923,084.00	\$3,194,297.00

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
2.2	School attendance rate	All: 92.8% English Learners: 92.8% Foster Youth: 93.3% Homeless Youth: 84.9% Students with Disabilities: 91.1% Source: Student Information System March report	All: 90.6% (-2.2%) English Learners: 90.1% (-2.7%) Foster Youth: 89.6% (-3.7%) Homeless Youth: 80.8% (-4.1%) Students with Disabilities: 88.3% (-2.8%) Source: Student Information System March report	All: 91.1% (-1.7%) English Learners: 90.5% (-2.3%) Foster Youth: 86.8% (-6.5%) Homeless Youth: 83.6% (-1.3%) Students with Disabilities: 89.4% (-1.7%) Source: Student Information System January 2026 report	All: 95.8% English Learners: 95.8% Foster Youth: 96.3% Homeless Youth: 90.9% Students with Disabilities: 94.1% Source: Student Information System March report
2.3	Chronic Absenteeism Rate	All Students: 31.1% chronically absent (Yellow) -Socioeconomically Disadvantaged: 33.3% chronically absent -English Learners: 31.1% chronically absent -Foster Youth: 30.4% chronically absent District student groups with Very High (Red) Indicator: -Homeless Youth: 61.5% chronically absent	All Students: 24.2% (-6.9%) chronically absent (Yellow) -Socioeconomically Disadvantaged: 26.4% (-6.9%) chronically absent -English Learners: 23.3% (-7.9%) chronically absent -Foster Youth: 37.1% (+6.7%) chronically absent District student groups with Very High (Red) Indicator last school year (2023-24):	All Students: 23.1% (-8.0%) chronically absent (Orange) -Socioeconomically Disadvantaged: 25.3% (-8.0%) chronically absent -English Learners: 21.7% (-9.4%) chronically absent -Foster Youth: 15.3% (-14.7%) chronically absent District student groups with Very High (Red) Indicator in baseline school year (2023-24):	All Students: 22.1% chronically absent (Yellow) -Socioeconomically Disadvantaged: 24.3% chronically absent -English Learners: 22.1% chronically absent -Foster Youth: 21.4% chronically absent District student groups with Very High (Red) Indicator: -Homeless Youth: 52.5% chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Schools with Very High (Red) Indicator:	-Homeless Youth: 55.8% (-5.8%) chronically absent	-Homeless Youth: 35.4% (-26.1%) chronically absent	Schools with Very High (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	Camino Real Elementary -All Students: 17.4% (-11.1%) chronically absent -Socioeconomically Disadvantaged: 22.0% (-14.5%) chronically absent -English Learners: 21.4% (-9.0%) chronically absent -Asian Students: 18.2% (-7.5%) chronically absent -White Students: 20.1% (-8.3%) chronically absent	Schools with Very High (Red) Indicator last school year (2023-24):	Schools with Very High (Red) Indicator in baseline year (2023-24):	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: 43.3% chronically absent -Students with Disabilities: 48.1% chronically absent -Two or More Races: 30.6% chronically absent	Del Sol Academy -English Learners: 33.7% (-9.7%) chronically absent -Students with Disabilities: 28.6% (-19.5%) chronically absent -Two or More Races: 18.2% (-12.5%) chronically absent	Del Sol Academy	Del Sol Academy -English Learners: 19.4% (-11.0%) chronically absent -Asian Students: 9.4% (-16.3%) chronically absent -White Students: 15.6% (-12.9%) chronically absent	Del Sol Academy -English Learners: 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: 36.8% chronically absent	Granite Hill Elementary	Granite Hill Elementary	Granite Hill Elementary -English Learners: 30.1% (-13.2%) chronically absent -Students with Disabilities: 33.6% (-14.5%) chronically absent -Two or More Races: 13.0% (-17.6%) chronically absent	Granite Hill Elementary -Students with Disabilities: 27.8% chronically absent
	Ina Arbuckle Elementary -Students with Disabilities: 38.5% chronically absent	Ina Arbuckle Elementary	Ina Arbuckle Elementary	Ina Arbuckle Elementary -Students with Disabilities: 28.8% (-8%) chronically absent	Ina Arbuckle Elementary -Students with Disabilities: 29.5% chronically absent
	Indian Hills Elementary -Socioeconomically Disadvantaged Students: 34.5% chronically absent -Students with Disabilities: 25.6% chronically absent	Indian Hills Elementary	Indian Hills Elementary	Indian Hills Elementary	Indian Hills Elementary -Socioeconomically Disadvantaged Students: 25.5% chronically absent -Students with Disabilities: 16.6% chronically absent
	Jurupa Middle -White Students: 35.3% chronically absent	Jurupa Middle	Jurupa Middle	Jurupa Middle	Jurupa Middle -White Students: 26.3% chronically absent
	Mission Middle -English Learners: 38.3% chronically absent	Mission Middle	Mission Middle	Mission Middle	Mission Middle

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Peralta Elementary -Students with Disabilities: 42.2% chronically absent</p> <p>Stone Avenue Elementary -White Students: 33.8% chronically absent</p> <p>Source: Fall 2023 California School Dashboard</p>	<p>-Students with Disabilities: 27.7% (+2.1%) chronically absent</p> <p>Jurupa Middle -White Students: 27.6% (-7.7%) chronically absent</p> <p>Mission Middle -English Learners: 34.0% (-4.3%) chronically absent</p> <p>Peralta Elementary -Students with Disabilities: 24.1% (-18.1%) chronically absent</p> <p>Stone Avenue Elementary -White Students: 27.1% (-5.0%) chronically absent</p> <p>Source: Fall 2024 California School Dashboard</p>	<p>Indian Hills Elementary -Socioeconomically Disadvantaged Students: 21.4% (-13.1%) chronically absent</p> <p>-Students with Disabilities: 24.5% (-1.1%) chronically absent</p> <p>Jurupa Middle -White Students: 23% (-12.3%) chronically absent</p> <p>Mission Middle -English Learners: 31.7% (-6.6%) chronically absent</p> <p>Peralta Elementary -Students with Disabilities: 21.9% (-20.3%) chronically absent</p> <p>Stone Avenue Elementary -White Students: 19.4% (-14.4%) chronically absent</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>-English Learners: 29.3% chronically absent</p> <p>Peralta Elementary -Students with Disabilities: 33.2% chronically absent</p> <p>Stone Avenue Elementary -White Students: 24.8% chronically absent</p> <p>Source: Fall 2026 California School Dashboard</p>
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: 6 students (0.2%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p>	<p>1 Year Dropouts Reported: 5 students (0.2%)</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: 55 students (0.9%)</p> <p>Source: Fall 1 Certified CALPADS Report 1.24</p>	<p>1 Year Dropouts Reported: 71 students (1.3%)</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>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Pupil Suspension Rates	<p>All Students: 2.7% suspended at least one day (Yellow)</p> <p>-Socioeconomically Disadvantaged: 3.0% suspended at least one day</p> <p>-English Learner: 2.6% suspended at least one day</p> <p>-Foster Youth: 6.8% suspended at least one day</p> <p>-Homeless Youth: 4.2% suspended at least one day</p> <p>District student groups with Very High (Red) Indicator:</p> <p>-American Indian or Alaska Native: 9.5% suspended at least one day</p> <p>Schools with Very High (Red) Indicator:</p> <p>Ina Arbuckle Elementary:</p> <p>-All Students: 4.0% suspended at least one day</p> <p>-Socioeconomically Disadvantaged: 4.1% suspended at least one day</p> <p>-Hispanic Students: 3.8% suspended at least one day</p> <p>Source: Fall 2023 California School Dashboard</p>	<p>All Students: 2.3% (-0.4%) suspended at least one day (Green)</p> <p>-Socioeconomically Disadvantaged: 2.7% (-0.3%) suspended at least one day</p> <p>-English Learner: 2.3% (-0.3%) suspended at least one day</p> <p>-Foster Youth: 7.3% (+0.5%) suspended at least one day</p> <p>-Homeless Youth: 1.9% (-2.3%) suspended at least one day</p> <p>District student groups with Very High (Red) Indicator last school year (2023-24):</p> <p>-American Indian or Alaska Native: 4.8% (-4.8%) suspended at least one day</p> <p>Schools with Very High (Red) Indicator last school year (2023-24):</p> <p>Ina Arbuckle Elementary:</p> <p>-All Students: 0.7% (-3.3%) suspended at least one day</p> <p>-Socioeconomically Disadvantaged: 0.7% (-3.4%) suspended at least one day</p> <p>-Hispanic Students: 0.7% (-3.1%) suspended at least one day</p> <p>Source: Fall 2024 California School Dashboard</p>	<p>All Students: 2.3% (-0.4%) suspended at least one day (Green)</p> <p>-Socioeconomically Disadvantaged: 2.5% (-0.5%) suspended at least one day</p> <p>-English Learner: 2.6% (-0%) suspended at least one day</p> <p>-Foster Youth: 4.2% (-2.6%) suspended at least one day</p> <p>-Homeless Youth: 2.2% (-2%) suspended at least one day</p> <p>District student groups with Very High (Red) Indicator on baseline year (2023-24):</p> <p>-American Indian or Alaska Native: 2.4% (-7.1%) suspended at least one day</p> <p>Schools with Very High (Red) Indicator on baseline year (2023-24):</p> <p>Ina Arbuckle Elementary:</p> <p>-All Students: 2.2% (-1.8%) suspended at least one day (Orange)</p> <p>-Socioeconomically Disadvantaged: 1.9% (-2.2%) suspended at least one day</p> <p>-Hispanic Students: 2.2% (-1.6%) suspended at least one day</p> <p>Source: Fall 2025 California School Dashboard</p>	<p>All Students: 1.8% suspended at least one day (Green)</p> <p>-Socioeconomically Disadvantaged: 2.1% suspended at least one day</p> <p>-English Learner: 1.7% suspended at least one day</p> <p>-Foster Youth: 4.5% suspended at least one day</p> <p>--Homeless Youth: 3.3% suspended at least one day</p> <p>District student groups with Very High (Red) Indicator:</p> <p>-American Indian or Alaska Native: 4.5% suspended at least one day</p> <p>Schools with Very High (Red) Indicator:</p> <p>Ina Arbuckle Elementary:</p> <p>-All Students: 3.1% suspended at least one day</p> <p>-Socioeconomically Disadvantaged: 3.2% suspended at least one day</p> <p>-Hispanic Students: 2.9% suspended at least one day</p> <p>Source: Fall 2026 California School Dashboard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	Pupil Expulsion Rates	<p>All Students: 59 Students (0.30%)</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 55 Students (0.3%) -English Learner: 21 Students (0.4%) -Foster Youth: 2 Students (1.0%) -Homeless Youth: 3 Students (1.4%) <p>Source: DataQuest Report 2022-23 Expulsion Rate</p>	<p>All Students: 32 Students (0.20%)</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 31 Students (0.2%) -English Learner: 8 Students (0.1%) -Foster Youth: 0 Students (0%) -Homeless Youth: 0 Students (0%) <p>Source: DataQuest Report 2023-24 Expulsion Rate</p>	<p>All Students: 32 Students (0.2%)</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 31 Students (0.2%) -English Learner: 9 Students (0.2%) -Foster Youth: 2 Students (0.9%) -Homeless Youth: 1 Student (0.4%) <p>Source: DataQuest Report 2024-25 Expulsion Rate</p>	<p>All Students: 30 Students (0.15%)</p> <ul style="list-style-type: none"> -Socioeconomically Disadvantaged: 28 Students (0.15%) -English Learner: 11 Students (0.2%) -Foster Youth: 0 Students (0.0%) -Homeless Youth: 0 Students (0.0%) <p>Source: DataQuest Report 2025-26 Expulsion Rate</p>
2.8	School Climate Survey: School Safety	<p>How safe do you feel when you are at school? (6th Grade)</p> <ul style="list-style-type: none"> No, never: 6% Yes, some of the time: 25% Yes, most of the time: 44% Yes, all of the time: 24% <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> <ul style="list-style-type: none"> -Very Safe: 13% (EL: 12%, FY: 11%) -Safe: 43% (EL: 38%, FY: 43%) 	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.**</p> <p>Grades 3 - 6:</p> <p>57% responded favorably to their perception of school safety (+4% from Spring 2024). 55% of English Learner students responded favorably to their perception of school safety.</p> <ul style="list-style-type: none"> -Grade 3: 52% -Grade 4: 57% -Grade 5: 60% -Grade 6: 59% <p>Grades 7 - 12:</p> <p>51% responded favorably to their perception of school safety (+2% from Spring 2024). 49% of English Learner students</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for Mid-Year Update will be from the Panorama student surveys.**</p> <p>Grades 3 - 6:</p> <p>57% responded favorably to their perception of school safety (+0% from Spring 2025). 53% of English Learner students responded favorably to their perception of school safety.</p> <ul style="list-style-type: none"> -Grade 3: 51% -Grade 4: 56% -Grade 5: 60% -Grade 6: 61% <p>Grades 7 - 12:</p> <p>55% responded favorably to their perception of school safety (+4% from Spring 2025). 53% of English Learner students</p>	<p>How safe do you feel when you are at school? (6th Grade)</p> <ul style="list-style-type: none"> No, never: 3% Yes, some of the time: 22% Yes, most of the time: 47% Yes, all of the time: 27% <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 unsafe: 2% (EL: 0%, FY: 0%) <p>Grade 9:</p> <ul style="list-style-type: none"> -Very Safe: 15% (EL: 14%, FY: 13%) -Safe: 44% (EL: 39%, FY: 44%)

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>-Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) -Unsafe: 3% (EL: 1%, FY: 6%) -Very unsafe: 4% (EL: 5%, FY: 9%)</p> <p>Grade 11: -Very Safe: 13% (EL: 9%, FY: 14%) -Safe: 48% (EL: 48%, FY: 36%)</p> <p>-Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) -Unsafe: 3% (EL: 1%, FY: 0%) -Very unsafe: 1% (EL: 1%, FY: 4%)</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>responded favorably to their perception of school safety.</p> <p>-Grade 7: 49% -Grade 8: 51% -Grade 9: 54% -Grade 10: 52% -Grade 11: 49% -Grade 12: 53%</p> <p>Source: Winter 2024 Panorama Student Survey</p>	<p>responded favorably to their perception of school safety.</p> <p>-Grade 7: 59% -Grade 8: 55% -Grade 9: 59% -Grade 10: 52% -Grade 11: 53% -Grade 12: 49%</p> <p>Source: Fall 2025 Panorama Student Survey</p>	<p>-Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) -Unsafe: 2% (EL: 1%, FY: 6%) -Very unsafe: 2% (EL: 2%, FY: 6%)</p> <p>Grade 11: -Very Safe: 15% (EL: 11%, FY: 16%) -Safe: 48% (EL: 48%, FY: 36%)</p> <p>-Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) -Unsafe: 1% (EL: 0%, FY: 0%) -Very unsafe: 1% (EL: 0%, FY: 3%)</p> <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"</p> <p>Grade 6: 66% Grade 7: 53% -English Learner: 52% -Foster Youth: 53% Grade 9: 49% -English Learner: 52% -Foster Youth: 42% Grade 11: 55% -English Learner: 52% -Foster Youth: 46%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.**</p> <p>Grades 3 - 6: 53% responded favorably to their perception of a sense of belonging (-7% from Spring 2024). 53% of English Learner students responded favorably to their perception of a sense of belonging.</p> <p>-Grade 3: 59% -Grade 4: 56%</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for Mid-Year Update will be from the Panorama student surveys.**</p> <p>Grades 3 - 6: 57% responded favorably to their perception of a sense of belonging (+4% from Spring 2025). 56% of English Learner students responded favorably to their perception of a sense of belonging.</p> <p>-Grade 3: 60% -Grade 4: 58%</p>	<p>Average reporting "Yes, most of the time" or "Yes, all of the time"</p> <p>Grade 6: 76% Grade 7: 63% -English Learner: 62% -Foster Youth: 63% Grade 9: 59% -English Learner: 62% -Foster Youth: 52% Grade 11: 65% -English Learner: 62% -Foster Youth: 56%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>-Grade 5: 51% -Grade 6: 47%</p> <p>Grades 7 - 12: 38% responded favorably to their perception of a sense of belonging (+5% from Spring 2024). 38% of English Learner students responded favorably to their perception of a sense of belonging.</p> <p>-Grade 7: 40% -Grade 8: 39% -Grade 9: 38% -Grade 10: 36% -Grade 11: 36% -Grade 12: 41%</p> <p>Source: Winter 2024 Panorama Student Survey</p>	<p>-Grade 5: 57% -Grade 6: 52%</p> <p>Grades 7 - 12: 42% responded favorably to their perception of a sense of belonging (+4% from Spring 2025). 41% of English Learner students responded favorably to their perception of a sense of belonging.</p> <p>-Grade 7: 48% -Grade 8: 44% -Grade 9: 41% -Grade 10: 39% -Grade 11: 38% -Grade 12: 39%</p> <p>Source: Fall 2025 Panorama Student Survey</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 (CalSCHLS) Spring 2024</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.**</p> <p>Grades 3 - 6: 65% responded favorably to their perception of strong teacher-student relationships (-5% from Spring 2024). 61% of English Learner students responded favorably on their perception of strong teacher-student relationships.</p> <p>-Grade 3: 70% -Grade 4: 68% -Grade 5: 66% -Grade 6: 58%</p>	<p>**The California Healthy Kids Survey is administered once every 2 years. The results used for Mid-Year Update will be from the Panorama student surveys.**</p> <p>Grades 3 - 6: 69% responded favorably to their perception of strong teacher-student relationships (+4% from Spring 2025). 66% of English Learner students responded favorably on their perception of strong teacher-student relationships.</p> <p>-Grade 3: 67% -Grade 4: 68% -Grade 5: 72% -Grade 6: 66%</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 (CalSCHLS) Spring 2027</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>Grades 7 - 12: 46% responded favorably to their perception of strong teacher-student relationships (+1% from Spring 2024). 45% of English Learner students responded favorably to their perception of strong teacher-student relationships.</p> <p>-Grade 7: 48% -Grade 8: 44% -Grade 9: 44% -Grade 10: 43% -Grade 11: 46% -Grade 12: 52%</p> <p>Source: Winter 2024 Panorama Student Survey</p>	<p>Grades 7 - 12: 49% responded favorably to their perception of strong teacher-student relationships (+3% from Spring 2025). 48% of English Learner students responded favorably to their perception of strong teacher-student relationships.</p> <p>-Grade 7: 54% -Grade 8: 49% -Grade 9: 46% -Grade 10: 46% -Grade 11: 47% -Grade 12: 49%</p> <p>Source: Fall 2025 Panorama Student Survey</p>	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Supplemental Transportation Students will be provided with supplemental transportation services, including home-to-school commutes and extended services for various activities. Bus drivers will receive comprehensive training, including Behavior Social-Emotional Learning (SEL). Regular maintenance and safety measures, such as onboard cameras, will be maintained for all buses.</p> <p>Required actions based on student performance from baseline data and Year 1 outcome data that led to Differentiated Assistance: -We will expand our transportation options for our homeless youth to include bus passes and developing partnerships with community organizations to assist with transportation to and from school due to homeless youth being eligible for Differentiated Assistance in 2023-24 in Chronic Absenteeism.</p>	Yes	Fully Implemented	\$856,964.00	\$1,680,523

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Multi-Tiered System of Supports Tier 1 Interventions: These are universal interventions implemented school-wide for all students.</p> <p>They include:</p> <ol style="list-style-type: none"> 1. MTSS behavioral interventions and support implementation 2. Site support for teaching social skills, digital citizenship, and promoting Social and Emotional Learning (SEL) 3. Trauma-informed care training, Restorative Practices, and Applied Suicide Intervention (ASIST) Professional Development 4. Positive Behavior Intervention and Support (PBIS Coordinator) stipends 5. Site-based resources for Tier I behavioral implementation 6. Common Sense Media 7. Social-emotional learning, including curriculum, programs, and classroom presentations by school mental health therapists and graduate-level interns to support the social and emotional learning program 8. Panorama Student Surveys - support for student SEL, attendance, behavior, and academics 9. Support the 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. 3.0 Teachers on Special Assignments - Student Management and Accountability at Mira Loma Middle School, Mission Middle, and Rubidoux High School. <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 4. Wellness Centers (secondary sites) and Calming Corners (elementary sites) 5. RCOE partnership for MTSS Tiered Support 	Yes	Fully Implemented	\$3,652,266.00	\$2,498,323

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>-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.</p> <p>-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).</p> <p>-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.</p>				
2.3	<p>Athletics Program</p> <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 5. Assistant Coaching positions per high school 6. Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities 	Yes	Fully Implemented	\$1,989,433.00	\$975,870

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Student Wellness and Safety School Safety Plans address crime statistics and methods for improving the safety of students, staff, and the school community. An annual meeting with local first responders and safety coordinators from each school site is needed to develop a comprehensive plan for emergency response, threat assessments, and supplemental emergency supplies. Safety support for a single entry point includes the Raptor visitor management system implemented at each school to screen every visitor instantly. Additional staffing to support safe school campuses includes an additional Assistant Principal at Jurupa Middle School and Activity and Campus Supervisors and Crossing Guards districtwide who monitor and provide students with a safe learning environment and correct and redirect 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 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 	Yes	Fully Implemented	\$7,389,193.00	\$2,931,760

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Behavioral Health services, including counseling and case management, rehabilitative services, and peer support, are provided to all students.</p> <p>Health Care Aides (HCAs) are at every site to support parent and student referrals and access to health and immunization support. They act as liaisons to connect the most vulnerable students and families to mental and physical health services and resources through PICO. An additional District Nurse will be needed to support Health Care Aides.</p>				

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Efforts to seek parent input in decision-making LCFF Priority 3	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	The 2025-26 Self Reflection Tool will be completed in the Spring and reported on the 2026-27 LCAP.	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool
3.2	Efforts to seek parent input in decision-making for unduplicated pupils (Socioeconomically Disadvantaged, English Learner, Foster Youth) LCFF Priority 3	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	The 2025-26 Self Reflection Tool will be completed in the Spring and reported on the 2026-27 LCAP.	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool
3.3	Efforts to seek parent input in decision-making for individuals with exceptional needs. LCFF Priority 3	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from	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	The 2025-26 Self Reflection Tool will be completed in the Spring and reported on the 2026-27 LCAP.	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool		any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool
3.4	Parent & Family Engagement: District LCAP Parent Survey LCFF Priority 3	The percentage of parents who strongly agree or agree that "this school encourages me to be an active partner with the school in educating my child" Overall: 84% Parent of Low-Income Student: 82% Parent of English Learner: 93% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents responded favorably to the question, "This school encourages parents to be an active partner with the school in educating my child." Overall: 90.7% Elementary: 93.3% Middle: 80.6% High: 83.7% Source: 2024-25 District LCAP Parent Survey, December 2024 **The CalSCHLS survey is no longer administered to parents**	The percentage of parents responded favorably to the question, "This school encourages parents to be an active partner with the school in educating my child." Overall: 92.5% Elementary: 94.0% Middle: 86.8% High: 87.2% Source: 2025-26 District LCAP Parent Survey, December 2025 **The CalSCHLS survey is no longer administered to parents**	The percentage of parents who strongly agree or agree that "this school encourages me to be an active partner with the school in educating my child" 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027
3.5	Parent & Family Engagement: District LCAP Staff Survey LCFF Priority 3	The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement" 93% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of staff responded favorably to the question, "My school encourages parental involvement (engagement events, volunteerism, etc.)." Overall: 91.9% Elementary: 94.9% Middle: 89.6% High: 85.9%	The percentage of staff responded favorably to the question, "My school encourages parental involvement (engagement events, volunteerism, etc.)." Overall: 93.7% Elementary: 95.9% Middle: 90.4% High: 89.1%	The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement" 96% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to staff**	Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no longer administered to staff**	
3.6	Parent & Family Engagement: District LCAP 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 (CalSCHLS) Spring 2024</p>	<p>The percentage of parents responded favorably to the question, "Teachers communicate with parents about what students are expected to learn in class."</p> <p>Overall: 89.8% Elementary: 94.2% Middle: 78.3% High: 76.1%</p> <p>Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to parents**</p>	<p>The percentage of parents responded favorably to the question, "Teachers communicate with parents about what students are expected to learn in class."</p> <p>Overall: 92.1% Elementary: 94.3% Middle: 87.5% High: 81.9%</p> <p>Source: 2025-26 District LCAP Parent Survey, December 2025 **The CalSCHLS survey is no longer administered to parents**</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 (CalSCHLS) Spring 2027</p>
3.7	Parent & Family Engagement: District LCAP Staff Survey LCFF Priority 3	<p>The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>92%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>The percentage of staff responded favorably to the question, "My school effectively communicates with parents/guardians regarding student progress."</p> <p>Overall: 91.2% Elementary: 93.1% Middle: 91.8% High: 86.2%</p> <p>Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no</p>	<p>The percentage of staff responded favorably to the question, "My school effectively communicates with parents/guardians regarding student progress."</p> <p>Overall: 90.8% Elementary: 91.8% Middle: 92.2% High: 87.1%</p> <p>Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no</p>	<p>The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>95%</p> <p>Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			longer administered to staff**	longer administered to staff**	
3.8	Parent interaction with district and site-level communication LCFF Priority 3	9% of parents interacted with district and school-based communication Communication Distribution: -83 District Posts -1,112 School Posts -1,539 Class Posts -257 Group Posts Source: Year-to-Date, December 2023, ParentSquare	14% of parents interacted with district and school-based communication Communication Distribution: -83 District Posts -1,334 School Posts -1,562 Class Posts -235 Group Posts Source: Year-to-Date, January 2025, ParentSquare	14% of parents interacted with district and school-based communication Communication Distribution: -59 District Posts -1,734 School Posts -1,401 Class Posts -176 Group Posts Source: Year-to-Date, January 2025, ParentSquare	40% of parents interacted with district and school-based communication Communication Distribution: -83 District Posts -2,000 School Posts -3,000 Class Posts -400 Group Posts Source: Year-to-Date, December 2026, ParentSquare

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Parent and Community Opportunities 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 nights, College Systems, FAFSA/CADAA, College Application process, Mental</p>	Yes	Fully Implemented	\$161,815.00	\$80,463.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 from baseline data: -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.</p>				
3.2	<p>Parent Center</p> <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>	Yes	Fully Implemented	\$543,592.00	\$277,549.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Communication Outreach The Department of Strategic Communications, with its Director of Communication, Communications Specialist, and Communications Assistant team, supports learning without limits by routinely sharing information with students, families, educators, and the community. It uses various communication channels, including the ParentSquare notification system, social media, the district website, the Superintendent's Monthly Minute, and The Horizon e-newsletter. These platforms keep the community updated on district news, events, classroom activities, and inspiring stories and celebrate achievements districtwide. The department also ensures the site and district website are up-to-date and easily accessible, fostering a strong connection between all educational partners.</p> <p>Required actions based on student performance from baseline data: -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.</p>	Yes	Fully Implemented	\$547,582.00	\$277,549
3.4	<p>Parent Involvement and Community Outreach (PICO) The Parent Involvement & Community Outreach (PICO) will empower individuals, families, and communities by promoting parental advocacy for children's education, providing resources and services to enhance child development and school readiness, and fostering collaborations with community organizations to build a healthier, connected community. PICO will provide families with resources to build resilience, foster positive parent-child relationships, and support students' 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.</p>	Yes	Fully Implemented	\$505,653.00	\$777,032.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>The organization comprises various staff members, including the Director of Parent Involvement & Community Outreach, the Administrative Secretary, and the Outreach Worker.</p> <p>Required action based on student performance from baseline data and year one outcome data that led to Differentiated Assistance:</p> <p>-We will prioritize addressing foster youth and homeless youth students' needs for food, clothing, and hygiene to support their school attendance due to their lowest performance on the Chronic Absenteeism indicator and being eligible for Differentiated Assistance.</p>				

Goal 4

Goal Description

Nueva Vista Continuation High School: By the end of the 2025-26 school year, English Learners, Long-Term English Learners, and Hispanic students will increase their preparedness towards College and Career indicators as measured by the CCI Dashboard indicator.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	College-Career Indicator	All: 2.7% prepared for college career (very low) Socioeconomically Disadvantaged: 2.8% (very low) English Learners: 5.9% (very low) Students with Disabilities: 1.9% (very low) Hispanic: 2.9% (very low) CCI Indicator, California Dashboard, Fall 2023	All: 5.5% (+2.8%) prepared for college career (Orange) Socioeconomically Disadvantaged: 5.2% (+2.4%) (Orange) English Learners: 4.3% (-1.6%) (Red) Long Term English Learners: 4.8% (Red) Students with Disabilities: 10.7% (+8.9%) (Low) Hispanic: 4.7% (+1.8%) (Red) CCI Indicator, California Dashboard, Fall 2024	All: 13.1% (+10.4%) prepared for college career (Yellow) Socioeconomically Disadvantaged: 13.2% (+10.4%) (Yellow) English Learners: 14.5% (+8.6%) (Yellow) Long Term English Learners: 14.9% (Yellow) Students with Disabilities: 8.7% (+6.8%) (Very Low) Hispanic: 13.6% (+10.7%) (Yellow) CCI Indicator, California Dashboard, Fall 2025	All: 11.7% prepared for college career (low) Socioeconomically Disadvantaged: 11.8% (low) English Learners: 14.9% (low) Students with Disabilities: 10.9% (low) Hispanic: 11.9% (low) CCI Indicator, California Dashboard, Fall 2026

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Preparedness for College and Career Nueva Vista Continuation High recognizes the diverse needs of English Learners, Long Term English Learners, and Hispanic students. To support their academic achievement and access to CTE pathways and Dual Enrollment opportunities, we're implementing the following services: -An Assistant Principal will oversee the implementation of academic interventions, manage course access, 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</p>	No	Fully Implemented	\$409,781.00	\$111,443.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 and Dual Enrollment awareness and help students connect their interests and skills with potential career paths.</p>				

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$264,361,308	\$265,180,837
LCFF Supplemental/Concentration Grants	\$65,975,404	\$65,653,731