LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jurupa Unified School District
CDS Code: 33670900000000
School Year: 2026-27
LEA contact information:
Jacqueline Benson
Director of Fiscal Services
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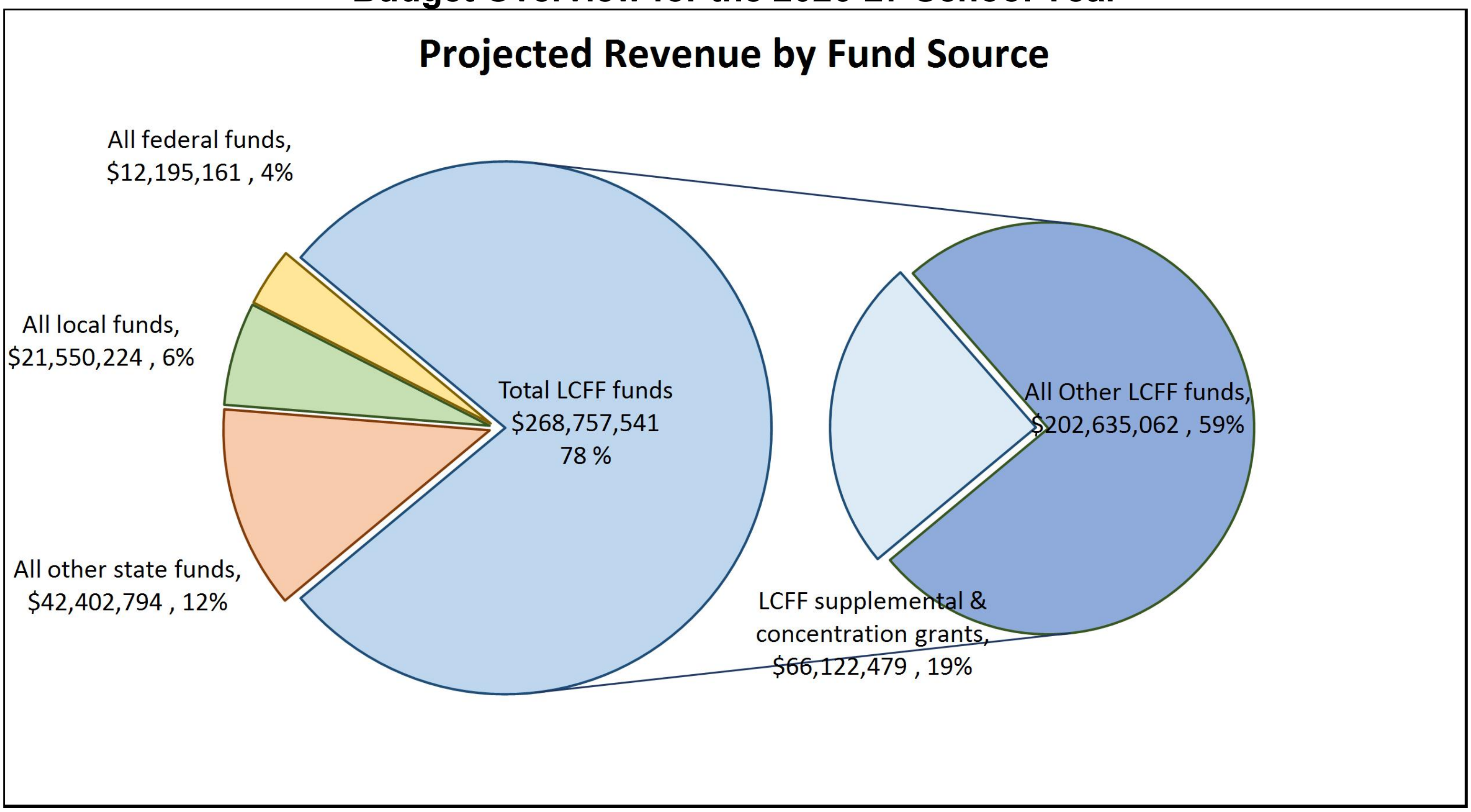
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

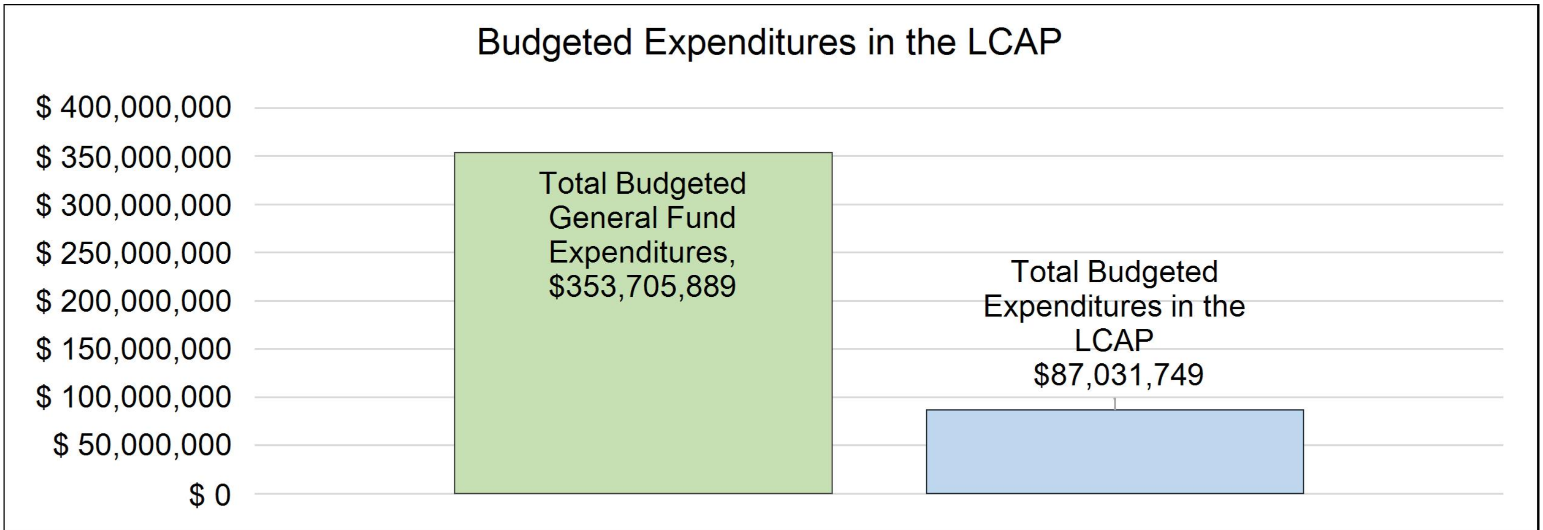


This chart shows the total general purpose revenue Jurupa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jurupa Unified School District is $344,905,720, of which $268,757,541 is Local Control Funding Formula (LCFF), $42,402,794 is other state funds, $21,550,224 is local funds, and $12,195,161 is federal funds. Of the $268,757,541 in LCFF Funds, $66,122,479 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jurupa Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jurupa Unified School District plans to spend $353,705,889 for the 2026-27 school year. Of that amount, $87,031,749 is tied to actions/services in the LCAP and $266,674,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

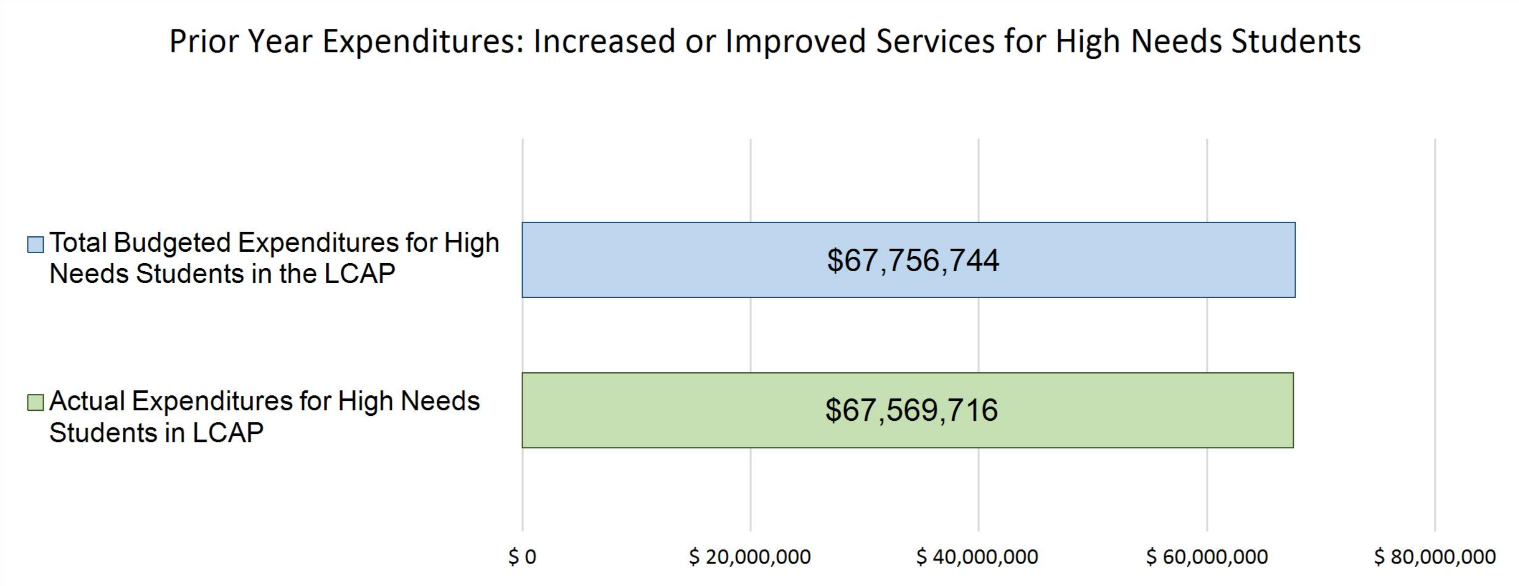
These expenditures may include but are not limited to: regular and special education K-12 instruction and related activities, administrative and pupil support, transportation, and payments related to the construction, maintenance, and operations of all district owned K-12 facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Jurupa Unified School District is projecting it will receive $66,122,479 based on the enrollment of foster youth, English learner, and low-income students. Jurupa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jurupa Unified School District plans to spend $69,168,489 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Jurupa Unified School District's LCAP budgeted $67,756,744 for planned actions to increase or improve services for high needs students. Jurupa Unified School District actually spent $67,569,716 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $187,028 had the following impact on Jurupa Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures were 99.7% of the total budgeted expenditures in 2025-26, and therefore, there was no significant impact on the actions and services for high needs students. The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 exceeds the estimated actual LCFF Supplemental and Concentration Grant estimated to actually be received in the current school year therefore no carryover is required.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jurupa Unified School District	Dr. Trenton Hansen Superintendent	JUSD.Superintendent@jusd.k12.ca.us (951) 360-4168

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Geographic and Community Overview

Jurupa Unified School District (JUSD) is located within the City of Jurupa Valley, incorporated on July 1, 2011. The city spans approximately 44 square miles and includes the communities of Jurupa Hills, Mira Loma, Glen Avon, Pedley, Indian Hills, Belltown, Sunnyslope, Crestmore Heights, and Rubidoux. Jurupa Valley borders San Bernardino County to the north and west, the City of Riverside to the south and east, and Eastvale to the west. The region is traversed by Interstate 15 and State Highway 60 and includes portions of the Santa Ana River. The community comprises a diverse mix of residential neighborhoods, rural areas, and commercial and industrial zones, which shape the district's educational and social context.

Schools and Student Enrollment

As of Fall 2025, JUSD serves 17,486 students across 16 elementary schools, one TK–8 school, three middle schools, three comprehensive high schools, one continuation high school, and a virtual program for middle and high school students. Del Sol Academy will transition from a TK-8 school to a traditional elementary school offering TK-6 in 2026-27. The district also operates an Adult Alternative Education program and a Pre-K School Readiness Center, supporting learners from early childhood through adulthood.

Student Population and Unduplicated Pupils

JUSD serves a high proportion of students with significant needs. Approximately 78% of students (13,560) qualify for free or reduced-price meals, 4,732 students are English Learners, 104 are foster youth, and 178 are experiencing homelessness. The district's unduplicated pupil count is 14,250 students, representing over 81% of total enrollment. Analysis of state and local data indicates that unduplicated student groups experience disparities in key outcomes, including academic achievement, attendance, and college and career readiness. These disparities require targeted and coordinated services that address both academic and social-emotional barriers to success, forming the foundation for the district's LCAP goals and actions.

Community Assets, Challenges, and Student Impact

Jurupa Valley is a culturally and linguistically diverse community, with nearly 30 languages spoken in students' homes as identified by the 2025–26 R-30 Language Census. This diversity is a significant asset that enriches the school community while also requiring differentiated instructional strategies and expanded family engagement efforts to ensure equitable access to learning. At the same time, many families experience economic hardship, which can limit access to stable housing, healthcare, nutritious food, and digital resources. These conditions contribute to barriers such as inconsistent attendance, limited access to academic supports outside of school, and increased stress for students. In some areas of the community, safety concerns contribute to heightened anxiety and may impact student attendance and engagement. These conditions necessitate comprehensive supports, including mental health services, safe and supportive school environments, and strong school-community partnerships.

Equity Multiplier School and Targeted Focus

Nueva Vista Continuation High School qualifies for Equity Multiplier funding based on a 2024–25 non-stability rate of 62.5% and a socioeconomically disadvantaged rate of 89.4%. In response, the district has developed Goal 4, an Equity Multiplier Focus Goal, to address the specific needs of students at this site. This goal emphasizes college and career preparedness through targeted academic interventions, student support services, and engagement strategies designed to address barriers related to mobility, attendance, and credit completion. These actions are grounded in data and input from educational partners and are intended to accelerate outcomes for students with the greatest needs.

Alignment to LCAP Goals and Strategic Priorities

The district's analysis of California School Dashboard indicators, local data, and educational partner input identified key areas of need related to academic achievement, school climate, student engagement, and equitable outcomes for unduplicated pupils. In response, JUSD has established four LCAP goals:
-Goal 1: All students will be college and career-ready.
-Goal 2: All students will have a safe, orderly, and inviting learning environment.
-Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.
-Goal 4: Equity Multiplier Focus Goal (Nueva Vista Continuation High School): Preparedness for College and Career for all students.

-Goal 1 addresses identified needs in academic achievement and college and career readiness by expanding access to rigorous coursework, instructional supports, and pathways aligned to postsecondary success.

-Goal 2 responds to school climate, safety, and attendance challenges by strengthening behavioral supports, mental health services, and safe learning environments.
-Goal 3 addresses student engagement and connection by expanding meaningful involvement of educational partners, culturally responsive practices, and opportunities for student voice and participation.
-Goal 4 provides a targeted, data-driven approach to improving outcomes for students at Nueva Vista Continuation High School, where needs are most acute.

Vision and Continuous Improvement

In alignment with Jurupa USD's mission to foster learning without limits, the district is committed to expanding equitable opportunities, engaging educational partners in meaningful ways, and using data to drive continuous improvement. Through the implementation of the LCAP goals and aligned actions, JUSD aims to reduce disparities, improve outcomes for unduplicated students, and ensure that all students graduate prepared for college, career, and life.

Reflections: Annual Performance

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

Note: This section includes performance data from the Fall 2025 California School Dashboard and the required baseline data from the Fall 2023 Dashboard (reflecting the 2022–23 school year). According to California Department of Education guidelines, the 2023 Dashboard data must be maintained in the LCAP as baseline data throughout the three-year cycle.

Fall 2025 California Dashboard – Red Performance Level
English Language Arts (ELA) Indicator – Schools:
-Mission Bell Elementary
-Mission Middle
-Van Buren Elementary

ELA Indicator – Student Groups:
-Long-Term English Learners

Note: The following data are from the Fall 2023 Dashboard and must remain unchanged in the LCAP for the full three-year cycle as required baseline data.

Fall 2023 California Dashboard – Baseline Data
ELA Indicator – Schools with Red Performance:
-Ina Arbuckle Elementary
-Mission Bell Elementary
-Mission Middle
-West Riverside Elementary

ELA Indicator – Student Groups with Red Performance:
-English Learners
-Foster Youth
-Homeless
-Students with Disabilities

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

Addressing Identified Areas of Need
The district is fully committed to improving ELA outcomes for all students, and based on the Fall 2025 Dashboard, we will also monitor and support Mission Bell Elementary, Mission Middle, Van Buren Elementary, and Long-Term English Learners through the same QTEL-aligned instructional strategies, targeted intervention cycles, and formative assessment practices because these supports are intended to strengthen access to grade-level ELA instruction and academic language development.

QTEL-Based Strategies for All Students:
-Explicit Instruction: Complex concepts are broken down into manageable steps, supported by visuals and manipulatives to support diverse learners. (Action 1.11)
-Language Development: Instruction builds academic vocabulary and oral language to strengthen comprehension and expression. (Action 1.11)
-Differentiation: Teachers use varied instructional methods and materials tailored to students' needs, including scaffolding and enrichment. (Actions 1.7 & 1.8)

-Formative Assessment: Ongoing checks for understanding guide instruction and allow for timely intervention. (Action 1.14)
-Home-School Collaboration: Engagement with families ensures consistent support for ELA learning across home and school environments. (Action 3.3)

Additional Support for High-Needs Students:
-Targeted Interventions: Small group or individualized instruction for students requiring additional academic support. (Actions 1.7 & 1.8)
-Culturally Responsive Instruction: Lessons integrate students' cultural experiences to enhance relevance and engagement. (Action 1.1)
-Social-Emotional Learning (SEL): Integrated SEL supports addressing the emotional and social challenges faced by high-needs student groups. (Action 2.2)

Fall 2025 California Dashboard – Red Performance Level
Mathematics Indicator – Schools:
-Ina Arbuckle Elementary
-Mira Loma Middle
-Mission Bell Elementary
-Van Buren Elementary

Mathematics Indicator – Student Group:
-Black or African American
-Long-Term English Learners
-English Learners
-Socioeconomically Disadvantaged
-Students with Disabilities
-Hispanic or Latino

Fall 2023 California Dashboard – Baseline Data
Mathematics Indicator – Schools with Red Performance:
-Ina Arbuckle Elementary
-Jurupa Middle
-Mira Loma Middle
-Mission Bell Elementary
-Mission Middle
-Patriot High
-Rubidoux High

Mathematics Indicator – Student Groups with Red Performance:
-Homeless
-English Learners
-Foster Youth

-Socioeconomically Disadvantaged
-Black or African American
-Hispanic or Latino

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

Addressing Identified Areas of Need
The district is committed to addressing low mathematics performance at Ina Arbuckle Elementary, Mira Loma Middle, Mission Bell Elementary, and Van Buren Elementary, with continued attention to schools identified in the 2023 baseline and schools with Red performance on the Fall 2025 Dashboard. Our plan prioritizes support for student groups with Red performance in 2025, including Black or African American students, Long-Term English Learners, English Learners, socioeconomically disadvantaged students, Students with Disabilities, and Hispanic or Latino students.

A Multi-Tiered Approach
-Targeted Professional Development: Math teachers at the identified schools will receive ongoing, job-embedded professional development focused on high-impact, research-based instructional strategies for diverse learners. This includes explicit support strategies for English learners and underserved populations. (Action 1.2)

-Data-Driven Instruction: Regular data analysis cycles will be implemented to identify student needs by group and topic. Instruction will be tailored accordingly, with strategic interventions aligned to formative data. (Action 1.14)

-Equity-Focused Strategies: Culturally responsive practices will be integrated into math instruction to better reflect the experiences and backgrounds of our diverse student body, fostering inclusivity and empowerment. (Action 2.2)

Fall 2025 California Dashboard – Red Performance Level

Schools with Red Performance Level on the College/Career Indicator (CCI):
-None

Student Groups with Red Performance Level on the CCI:
-None

Fall 2023 California Dashboard – Baseline Data
Schools with Lowest Status Level on the CCI:
-Nueva Vista Continuation High

Student Groups with Lowest Status Level on the CCI (Districtwide):
-None

Student Groups with Lowest Status Level on the CCI at School Sites:
-Nueva Vista Continuation High: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic
-Rubidoux High: Students with Disabilities

Addressing Identified Areas of Need
Nueva Vista Continuation High is committed to ensuring equitable access to college and career preparation. While no schools or student groups were rated at the lowest performance level at the district level in Fall 2025, the 2023 Dashboard baseline identifies specific student groups at Nueva Vista and Rubidoux High that require focused support to improve College/Career Indicator (CCI) outcomes.

Key Strategies
-Career Technical Education (CTE) Pathway Completion: All students at Nueva Vista will work toward completing a CTE pathway that equips them with industry-relevant skills and certifications, directly contributing to improved College/Career Indicator (CCI) scores. (Actions 1.9 and 4.1)
-Graduation Requirements: The school will phase out minimum graduation requirements to better align coursework with post-secondary and workforce expectations. (Action 1.9)
-Dual Enrollment Expansion: Students will have access to tuition-free dual enrollment opportunities, increasing both college readiness and College/Career Indicator (CCI) credit eligibility. (Action 1.9).

Fall 2025 California Dashboard – Red Performance Level
ELPI Indicator – Schools:
-Glen Avon Elementary
-Mira Loma Middle
-Sky Country Elementary
-Troth Street Elementary
-Camino Real Elementary
-Del Sol Academy
-Nueva Vista Continuation High

-Pacific Avenue Academy of Music
-Indian Hills Elementary
-Rustic Lane Elementary

ELPI Indicator – Student Group:
-None

Fall 2023 California Dashboard – Baseline Data
ELPI Indicator – Schools with Red Performance:
-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

Student Groups with Red Performance on ELPI:
-Not applicable

Site-Specific Student Groups with Red Performance on ELPI:
-Not applicable

Addressing Identified Areas of Need
The district is committed to improving outcomes for English Language Learners (ELLs), particularly at the nine schools identified in the 2023 Dashboard baseline data as performing at the lowest level on the ELPI: Camino Real Elementary, Del Sol Academy, Indian Hills Elementary, Jurupa Middle, Nueva Vista Continuation High, Patriot High, Rubidoux High, Troth Street Elementary, and West Riverside Elementary. In addition to the 2023 baseline schools, the Fall 2025 Dashboard identifies current ELPI needs at Glen Avon Elementary, Mira Loma Middle, Sky Country Elementary, Pacific Avenue Academy of Music, and Rustic Lane Elementary. We will use ELPI results and local language development data to monitor implementation and adjust support at both continuing and newly identified sites.

To address these needs, the district is implementing a comprehensive, multi-pronged approach grounded in the WestEd Quality Teaching for English Learners (QTEL) framework. This research-based model enhances teacher practice and accelerates language development for English learners.

QTEL-Based Strategies and Supports
-Professional Development: Targeted professional development is being provided to teachers and staff in the identified schools, focusing on QTEL principles and scaffolding strategies for integrating language and content. (Actions 1.11, 1.12, 1.2)

-Instructional Leadership: Instructional leaders are being equipped to support classroom implementation of QTEL strategies. This includes in-class coaching and collaboration to ensure consistent use of language-rich, cognitively demanding instruction. (Action 1.2)
-Data-Driven Decision-Making: ELPI data and other assessment results are being used to monitor progress, identify specific student needs, and tailor interventions at the site level. This ongoing data analysis supports continuous improvement and customization of support. (Actions 1.5 and 1.14)

Fall 2025 California Dashboard – Red Performance Level
Graduation Rate Indicator – Schools:
-Nueva Vista Continuation High

Graduation Rate Indicator – Student Groups:
-None

Fall 2023 California Dashboard – Baseline Data
Graduation Rate Indicator – Schools with Red Performance:
-None

Graduation Rate Indicator – Student Groups with Red Performance:
-None

Graduation Rate Indicator – Site-Specific Student Groups with Red Performance:
-None

Highlighting Strengths and Continued Commitment
While no schools or student groups were identified at the lowest performance level for graduation rate in the Fall 2023 baseline data, Nueva Vista Continuation High was identified at the Red performance level on the Fall 2025 Dashboard. This reflects the effectiveness of sustained efforts to support students across diverse pathways and reinforce a culture of high expectations. Given that Nueva Vista Continuation High School's graduation rate indicator is at the red performance level, the site has intensified its focus on personalized systems of support, tailoring academic, behavioral, and social-emotional interventions to individual student needs to re-engage learners and accelerate progress toward graduation.

Fall 2025 California Dashboard – Red Performance Level
Chronic Absenteeism Indicator – Schools:
-Granite Hill Elementary
-Mira Loma Middle
-Pacific Avenue Academy of Music
-Pedley Elementary
-Glen Avon Elementary

-Mission Bell Elementary
-Stone Avenue Elementary
-Troth Street Elementary

Chronic Absenteeism Indicator – Student Group:
-Students with Disabilities
-Two or More Races

Fall 2023 California Dashboard – Baseline Data
Chronic Absenteeism Indicator – Schools with Red Performance:
-Camino Real Elementary

Chronic Absenteeism Indicator – Student Groups with Red Performance:
-Homeless

Chronic Absenteeism Indicator – Site-Specific Student Groups with Red Performance:
-Camino Real Elementary: Socioeconomically Disadvantaged, English Learners, Asian, White
-Del Sol Academy: English Learners, Students with Disabilities, Multiple Races
-Granite Hill Elementary: Students with Disabilities
-Ina Arbuckle Elementary: Students with Disabilities
-Indian Hills Elementary: Socioeconomically Disadvantaged, Students with Disabilities
-Jurupa Middle: White
-Mission Middle: English Learners
-Peralta Elementary: Students with Disabilities
-Stone Avenue Elementary: White

Addressing Identified Areas of Need
The district recognizes the persistent challenges of chronic absenteeism, and we are committed to a multi-tiered strategy that supports students and families while addressing the root causes of absenteeism.

School-Level Focus:
-A dedicated, data-informed attendance team will assess attendance patterns and root causes to inform interventions. (Action 2.2)
-Targeted interventions may include health screenings, after-school enrichment, and culturally inclusive family engagement. (Action 3.1)
-Strong relationships will be built between families, staff, and students to cultivate a climate of belonging and shared responsibility. (Action 3.1)

Group-Specific Supports
-Socioeconomically Disadvantaged Students: Support from community partners will provide essentials like clothing, food, and healthcare. (Action 3.4)
-English Learners: Language support programs and culturally responsive instruction will help re-engage students. (Actions 1.11 and 1.12)

-Students with Disabilities: IEPs will be reviewed to address attendance barriers, and flexible scheduling or in-home supports will be provided when necessary. (Action 2.2)
-Racial/Ethnic Groups: Attendance data will be disaggregated to reveal and address specific challenges. Culturally relevant strategies and inclusive school practices will celebrate and engage diverse communities. (Action 2.2)

Through proactive, inclusive, and data-informed practices, the district is working to reduce chronic absenteeism and ensure all students are present, engaged, and supported in their educational journey.

Fall 2025 California Dashboard – Red Performance Level
Suspension Rate Indicator – Schools:
-None

Suspension Rate Indicator – Student Groups:
-None

Fall 2023 California Dashboard – Baseline Data
Suspension Rate Indicator – Schools with Red Performance:
-Ina Arbuckle Elementary

Suspension Rate Indicator – Student Groups with Red Performance:
-American Indian

Suspension Rate Indicator – Site-Specific Student Groups with Red Performance:
-Ina Arbuckle Elementary: Socioeconomically Disadvantaged, Hispanic

Addressing Identified Areas of Need
The district has continued efforts to reduce suspension rates and strengthen school climate, reflecting a commitment to improving student experiences and addressing disparities.

Progress includes:
-A root cause analysis process has been initiated to better understand the factors contributing to higher suspension rates, with insights guiding adjustments in practice. (Action 2.2)
-Positive Behavioral Interventions and Supports (PBIS) have been implemented at sites, with staff participating in foundational training and beginning to implement consistent schoolwide expectations and behavior supports. (Action 2.2)
-Culturally responsive practices have been emphasized through professional development and discussions, aiming to create more inclusive classroom environments. (Action 1.1)

Learning Recovery Emergency Block Grant (LREBG) Funds – 2026–27 LCAP

For the 2026–27 LCAP year, Jurupa Unified School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The district plans to use $3,819,257 in LREBG funds during the 2026–27 school year to support learning recovery, literacy development, professional learning, Multi-Tiered Systems of Support (MTSS), counseling, and college and career readiness efforts aligned to existing LCAP goals and actions.

These actions are included in the LCAP because EC Section 52064.4 requires LEAs with unexpended LREBG funds to identify actions funded in whole or in part with LREBG funds and provide a rationale that explains how the actions align with allowable uses under EC Section 32526(c)(2) and how the actions address needs identified through the required LREBG needs assessment. The LCAP instructions also allow actions to be grouped together for these explanations.

Actions Funded by LREBG and Alignment
-Goal 1, Action 2: Professional Development: LREBG funds will support Education Services professional development, teacher substitute costs, and a Teacher on Special Assignment for Professional Development.
-Goal 1, Action 7: Elementary Literacy and Writing Supports: LREBG funds will support Step Up to Writing supplemental materials, Step Up to Writing professional development, and two Elementary Literacy Support Teacher positions at identified elementary sites.
-Goal 1, Action 8: Secondary Supplemental Supports: LREBG funds will support a Teacher on Special Assignment for Curriculum and Instruction in English.
-Goal 1, Action 9: College and Career Readiness: LREBG funds will support three High School Counselor positions and four Middle School Counselor positions.
-Goal 2, Action 2: MTSS: LREBG funds will support Universal Design for Learning professional development, UDL contract services, and five Teachers on Special Assignment for Multi-Tiered Systems of Support.

Rationale and Alignment with LREBG Requirements:
These positions are aligned with the allowable uses of LREBG funds under EC Section 32526(c)(2), specifically:
-Providing instruction and services to address barriers to learning, including counseling, student support, and mental health services.
-Accelerating progress to close learning gaps through the implementation of student supports.

These actions align with allowable LREBG uses under EC Section 32526(c)(2), including learning recovery programs and materials, early literacy supports, professional development and coaching, evidence-based academic and student supports, counseling services, and supports that help students remain on track for graduation, college eligibility, and career readiness.

The district selected these actions because the LREBG needs assessment identified continued needs related to academic recovery, literacy and writing development, student engagement, access to tiered supports, and college and career readiness. The actions are supported by research on explicit writing instruction and strategy instruction, including the Institute of Education Sciences practice guide Teaching Elementary School Students to Be Effective Writers; research on effective professional learning, including Learning Forward's professional learning standards; research on Multi-Tiered Systems of Support and tiered intervention, including the IES/RTI framework for using screening, intervention, and progress monitoring; research on Universal Design for Learning, including CAST's UDL framework; and research on school counseling and college/career readiness, including findings from the Education Trust and the American School Counselor Association on the role of school counselors in academic planning, course access, and postsecondary readiness.

Together, these investments provide students with additional academic support, strengthen classroom instruction, remove barriers to learning, and increase access to academic planning and progress monitoring. The district will monitor the impact of these LREBG-funded actions through applicable LCAP metrics, including CAASPP ELA and mathematics results, local literacy and writing assessments, intervention progress-monitoring data, chronic absenteeism, suspension rate, graduation rate, A–G completion, College/Career Indicator outcomes, and school climate or student engagement measures.

Reflections: Technical Assistance

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

In alignment with EC Section 52071, Jurupa Unified School District was identified for Differentiated Assistance (DA) based on the Fall 2024 Dashboard for the Foster Youth student group. Therefore, we are in Year 2 of technical assistance for Foster Youth, and we continue to strengthen a coordinated system of support focused on academic achievement, attendance, credit completion, graduation, and educational stability. The 2025 Dashboard shows that Foster Youth continue to need targeted support, with Very Low performance in ELA at 80.4 points below standard and Math at 106.8 points below standard, despite increases of 4.3 points in ELA and 7.7 points in Math. Foster Youth also had a 76.2% graduation rate, which decreased by 10.5 percentage points, and a 30.0% College/Career Indicator rate, which increased by 3.3 percentage points. Chronic absenteeism improved substantially to 15.3%, decreasing by 21.8 percentage points, while the suspension rate decreased to 4.2%, a 3.0 percentage point reduction. These results indicate progress in attendance and school climate, while academic achievement, graduation, and college/career readiness remain priority areas for technical assistance.

Our designated Foster Youth and McKinney-Vento Counselor supports timely student identification, immediate enrollment, interagency coordination, transcript evaluation, partial credit review, AB 216/AB 1806 diploma eligibility, and connection to academic supports and credit recovery. This role strengthens services because foster youth often experience school mobility, interrupted coursework, and barriers to consistent attendance, requiring coordinated case management across school sites, families, caregivers, county agencies, and community partners. We also provide monthly professional development and ongoing technical assistance to site-based Foster Youth/McKinney-Vento liaisons on enrollment protections, credit evaluation, trauma-informed practices, and graduation pathways. A centralized case management system is being used to monitor identification, service access, attendance, academic progress, and credit accumulation so that site and district teams can identify needs earlier and adjust supports. Strategies showing promise include individualized case management, home visits, relationship-based check-ins, SART/SARB interventions, flexible scheduling, transportation coordination, RCC Graduation Scholars workshops, peer specialist support, and referrals to community-based organizations. Areas for continued improvement include strengthening communication with group homes, foster homes, and shelters; reducing delays in special education placement for foster youth; sustaining reductions in chronic absenteeism; and improving progress monitoring to ensure that academic, credit, and graduation supports are consistently implemented across sites.

We were newly identified for Differentiated Assistance based on the Fall 2025 California Dashboard results for Students with Disabilities, making this a Year 1 technical assistance focus area for this student group. Dashboard data show that Students with Disabilities performed at the Very Low level in ELA, 124.1 points below standard, and in Math, 157.0 points below standard. Chronic absenteeism for Students with Disabilities was Very High at 31.4%. At the same time, the graduation rate increased to 85.0%, the College/Career Indicator increased to 45.6%, and the suspension rate decreased to 3.6%. These results indicate the need to strengthen access to grade-level instruction, improve attendance and engagement, and expand inclusive practices for Students with Disabilities.

As part of technical assistance, we are working with RCOE and CDE through the System of Support and the School Improvement Process. We are conducting an inclusive practices inclusion audit to identify barriers that may limit student access to general education settings. We are also focusing on reducing restrictive placements and increasing access to the Least Restrictive Environment because Students with Disabilities need consistent opportunities to participate in grade-level instruction, peer learning, and core academic experiences. We are also participating in CIM for school-age students and strengthening our Student Study Team process to improve pre-intervention supports for students before they require more intensive services. This includes reviewing staff scheduling and creating additional collaboration opportunities between general education and special education staff. In 2026–27, we will provide professional development in Universal Design for Learning so staff can design instruction with multiple ways for students to access content, engage in learning, and demonstrate understanding. This work is intended to address Very Low ELA and Math outcomes, as inclusive scheduling, co-planning, SST refinement, and UDL professional development are designed to increase access to grade-level instruction before students require more intensive intervention. We will also use SST, IEP, and attendance data to identify disability-related attendance barriers because chronic absenteeism for Students with Disabilities remains Very High at 31.4%, indicating a need for earlier intervention and coordinated school-family support. We will monitor progress using Dashboard indicators for Students with Disabilities, including ELA, Math, chronic absenteeism, suspension rate, graduation rate, and College/Career Indicator, along with local data from the inclusion audit, SST implementation, service access, and student progress monitoring.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools have been identified for comprehensive support and improvement (CSI) for the 2026-27 school year.

Support for Identified Schools

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

No schools have been identified for comprehensive support and improvement (CSI) for the 2026-27 school year.

Monitoring and Evaluating Effectiveness

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

No schools have been identified for comprehensive support and improvement (CSI) for the 2026-27 school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	We engaged parents and guardians during the 2025–26 school year through the LCAP Parent Survey, school site communication, ParentSquare, School Site Councils, parent engagement events, and districtwide opportunities for input. The LCAP Parent Survey was administered December 3–19, 2025, across 24 schools, with 3,749 parent/guardian responses. Survey items gathered input on academic support, school safety, student belonging, parent communication, access to support services, attendance, school climate, parent engagement, English Learner supports, and college/career readiness. Overall survey results showed strong favorable responses in several areas. Parents reported that students receive needed resources (94.9% favorable), schools set high expectations for student achievement (93.7% favorable), teachers understand student learning needs (93.3% favorable), students receive academic support to reach grade-level standards (92.7% favorable), students feel safe at school (94.1% favorable), schools encourage positive behavior (96.2% favorable), schools value regular attendance (97.4% favorable), and students feel proud to belong to their school (94.0% favorable). The survey also identified areas for continued improvement. Parent awareness of student resources and support services was 88.1% favorable, while access to counselors, mental health staff, or school psychologists was 84.9% favorable, with 12.0% unknown, indicating a need for clearer communication about available supports. Secondary

Educational Partner(s)	Process for Engagement
	parent responses also showed a greater need for communication about student progress, with 81.1% of high school parents and 83.6% of middle school parents responding favorably, compared with 93.3% of elementary parents. In addition, we engaged AAPAC on December 11, 2025, through an LCAP and California Dashboard presentation. The presentation reviewed LCAP goals, metrics, Supplemental and Concentration funding, and Dashboard outcomes for African American students in ELA, mathematics, College/Career Indicator, graduation rate, chronic absenteeism, suspension rate, and science. Families were also provided access to the 2025–26 Parent/Guardian LCAP Survey in English and Spanish. Important Resources for JUSD Parents -JUSD LCAP Webpage: Offers current and past LCAP plans, meeting information, and district contacts. [https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.aspx] -Parent Engagement and Outreach Webpage: Details ways for parents to get involved. [https://jurupausd.org/our-district/ps/pico/Pages/default.aspx]
Students	We engaged students during the 2025–26 school year to ensure student voice informed the development of the 2026–27 LCAP. Student input was gathered through multiple methods, including Panorama surveys, school site feedback opportunities, student representation on middle and high school School Site Councils, and Student LCAP Focus Groups held on April 30, 2026, with students from the comprehensive high schools and continuation high school. The April 30, 2026, Student Advisory input focused on learning support, future planning, and student priorities. Students were asked whether they receive help when needed, what supports are working well, what needs to improve, how prepared they feel for life after high school, whether there are enough college and career opportunities, and what additional supports would help them plan for the future. Students identified that many teachers, counselors, College and Career Centers, and staff members are accessible and supportive,

Educational Partner(s)	Process for Engagement
	especially when students ask for help or need direction. Students also identified the value of one-on-one check-ins, counseling support, dual enrollment guidance, college and career classes, and teachers who proactively check in with students who may be hesitant to ask for help. Students also identified areas for improvement that connect directly to LCAP priorities. Students requested additional tutoring, including weekend or Saturday academic support; more individualized academic help; additional staff support in classrooms and career centers; more AP and dual enrollment opportunities; more exposure to college expectations; expanded financial literacy, taxes, resumes, job search, and life-skills instruction; more field trips and career exploration; earlier communication about scholarships; and more activities to support connection to school. When asked to identify their top priorities, students most frequently selected college/career opportunities and activities, with 23 responses each, followed by academic support (11), mental health (8), and school climate (2). Student input was reviewed as part of the LCAP development process and used to inform continued attention to academic intervention, tutoring, college and career readiness, dual enrollment, CTE pathways, counseling, student wellness, school connectedness, and expanded opportunities for students to participate in meaningful school activities.
Teachers	At the school site level, teachers participated in School Site Councils, department and grade-level collaboration, data analysis meetings, and School Plan for Student Achievement development. Through these structures, teachers reviewed student performance data, identified academic and social-emotional needs, discussed instructional strategies, and provided input on site-level priorities aligned to LCAP goals and actions. Teacher feedback from school sites helped identify needs related to ELA and mathematics intervention, English learner supports, Students with Disabilities, chronic absenteeism, classroom behavior, student engagement, instructional materials, and professional development.

Educational Partner(s)	Process for Engagement
	At the district level, teachers participated in district committees and professional learning connected to curriculum, assessment, instructional practice, English learner services, MTSS, technology integration, and college and career readiness. These opportunities provided teachers with a formal process to share feedback on implementation strengths, barriers, and needed supports. The district also collaborated with NEA-Jurupa to gather teacher input regarding instructional conditions, professional development needs, classroom resources, and supports needed to improve student outcomes. The 2025–26 LCAP Staff Survey was administered December 3–19, 2025, and included 1,200 staff responses, including 721 certificated staff responses.
Principals and Administrators	To ensure active principal engagement in the development of the LCAP, our district employs a multifaceted strategy. Bi-monthly Principal Council meetings provide a forum for discussion, feedback, and updates on many of the LCAP actions and services. Additionally, targeted surveys gather specific insights from principals regarding their schools' unique challenges, priorities, and resource needs. Importantly, we emphasize close alignment between the SPSA and LCAP processes. Feedback from principals directly informs their SPSAs, ensuring that individual school goals contribute seamlessly to the district's broader LCAP objectives. This integrated approach fosters a sense of ownership among principals, promotes data-driven decision-making, and strengthens the coherence of our district's educational vision.
Other School Personnel	We engaged other school personnel during the 2025–26 school year to ensure that staff members beyond teachers and administrators had opportunities to provide input into the development of the 2026–27 LCAP. Input was gathered through the LCAP Staff Survey, administered December 3–19, 2025, which included 1,200 total responses, including 479 classified staff responses. Classified staff provided feedback on student resources, academic support, student safety, positive behavior, attendance, parent communication, school climate, and staff access to resources. Other school personnel also participated through school site structures such as School Site Councils, safety and climate teams, department or program meetings, and site-level planning connected to the School Plan for Student

Educational Partner(s)	Process for Engagement
	Achievement. Their feedback helped the district better understand how LCAP actions are experienced during daily school operations, including student supervision, family communication, attendance support, behavioral intervention, technology access, and student wellness.
Local collective Bargaining Units (NEA-Jurupa & CSEA)	We consulted with local collective bargaining units during the 2025–26 school year to gather input for the development of the 2026–27 LCAP. CSEA participated in an LCAP review and consultation meeting on April 9, 2026, and NEA-Jurupa participated in an LCAP review and consultation meeting on April 9, 2026. Both meetings included an LCAP overview and an opportunity for bargaining unit representatives to provide feedback on district goals, actions, services, and implementation needs. CSEA input focused on the need for continued, more personalized professional development for classified staff, including training specific to work settings such as transportation, front office, and campus support roles. CSEA representatives discussed training for bus drivers and other classified staff in social-emotional support, positive interactions with students and families, de-escalation strategies, and cross-training so staff who support students approach situations consistently. CSEA also identified the importance of health and safety on campus, including ensuring sufficient numbers of campus supervisors, aides, and other personnel to support students inside and outside the classroom. NEA-Jurupa input focused on college and career readiness, instructional support, professional development, collaboration time, inclusion, English Learner services, school safety, student behavior supports, and parent/community engagement. NEA-Jurupa representatives provided input related to expanding CTE opportunities, supporting College and Career Week, strengthening vertical alignment between elementary, middle, and high school programs, providing professional development, maintaining collaboration and preparation time, supporting inclusion implementation, expanding support for English Learners and

Educational Partner(s)	Process for Engagement
	newcomer students, strengthening school safety protocols, increasing de-escalation training, and improving communication with families.
District Advisory Council (DAC)	The District Advisory Council was engaged during the 2025–26 school year through meetings held on October 14, 2025; December 11, 2025; February 3, 2026; April 14, 2026; and May 21, 2026. DAC representatives from school sites reviewed the purpose of the LCAP, LCFF funding, the Parent & Partner Guide, Dashboard, and local data; LCAP goals/actions/metrics; Expanded Learning Opportunities Program services; parent and family engagement; and the LCAP Mid-Year Update. DAC members also participated in a data analysis activity connected to LCAP metrics. DAC feedback included academic supports in ELA and mathematics, parent understanding of Common Core math, Math and Literacy Nights, SIPPS implementation, chronic absenteeism, student safety and belonging, behavior supports, supports for Students with Disabilities, dual enrollment, digital citizenship, communication with families, and making LCAP information easier for parents to understand.
District English Learners Advisory Council (DELAC)	The District English Learner Advisory Council was engaged during the 2025–26 school year through meetings held on October 8, 2025; December 8, 2025; February 2, 2026; April 20, 2026; and May 21, 2026. The May 21, 2026 meeting was held as a joint DELAC/DAC meeting. DELAC meetings provided parents of English Learners opportunities to review programs and services, discuss English Learner needs, and provide input related to language development, access to grade-level instruction, reclassification, family communication, and multilingual family support. DELAC input was considered as part of the LCAP development process, particularly for actions connected to English Learner achievement, Long-Term English Learner progress, designated and integrated ELD, QTEL-aligned instructional practices, reclassification, and communication with multilingual families.
Special Education Local Plan Area (SELPA) Administrator	The district engaged in ongoing collaboration with the SELPA Administrator and RCOE staff throughout the 2025–26 school year to ensure alignment across the Local Control and Accountability Plan

Educational Partner(s)	Process for Engagement
	(LCAP), special education programs, and the Compliance and Improvement Monitoring (CIM) Planning and Implementation document. This engagement included regular consultation meetings, participation in the district's Equity, Access & Inclusion Committee, and a focused LCAP consultation on May 12, 2026. In partnership with SELPA and RCOE, the district conducted Inclusion Walks across multiple school sites. These site-based observations gathered qualitative data on inclusive instructional practices, student access to grade-level content, and the implementation of supports for students with disabilities. District and SELPA staff also reviewed relevant state and local metrics to monitor progress and identify areas of need for students with disabilities.
Nueva Vista Continuation High	Nueva Vista Continuation High School engaged educational partners through the School Site Council (SSC) process during the 2025–26 school year. During SSC meetings, site leadership presented and reviewed annual measurable outcomes, including California School Dashboard indicators. Particular attention was given to the English Learner Progress Indicator (ELPI) and Graduation Rate, both of which were identified at the Red performance level, indicating a need for improvement. In addition to the SSC process, the district implemented a structured consultation process with Nueva Vista staff to inform the development of the Equity Multiplier Focus Goal (Goal #4). This process included facilitated staff meetings and data team discussions in April 2026 using a standardized consultation protocol and worksheet. Staff reviewed site-level data, including ELPI and Graduation Rate outcomes, and engaged in guided discussions to identify barriers, recommend strategies, and prioritize supports for English Learners, Long-Term English Learners, and students at risk of not graduating. The consultation process was designed to gather input specifically on how Equity Multiplier funds could be used to improve outcomes aligned to the required Dashboard indicators. Staff participated in structured data team consultations where they analyzed student performance data and provided input through collaborative discussion

Educational Partner(s)	Process for Engagement
	and written responses. The process included identifying key barriers to English Learner progress and graduation, recommending instructional and system-level supports, and identifying metrics to monitor effectiveness. This included recommendations such as increased opportunities for student language practice, targeted English Learner supports, improved credit monitoring, expanded counseling services, and more consistent communication with students regarding graduation progress.

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

Parents
-Parent/guardian feedback influenced the 2026–27 LCAP by reinforcing continued investment in academic support and access to learning resources. Parent survey results showed strong agreement that students receive needed resources and academic support, while open-ended responses requested continued tutoring, targeted intervention, literacy support, math support, and support for students who need Tier 2 assistance. This feedback supports Goal 1, Action 7: Elementary Supplemental Supports, Goal 1, Action 8: Secondary Supplemental Supports, and Goal 1, Action 14: Student Learning, Monitoring, and Feedback.
-Parent feedback also emphasized college and career readiness. Parents requested earlier college guidance, FAFSA and scholarship support, A-G information, CTE and trade pathways, technology skills, financial literacy, life skills, internships, job shadowing, and career days. This feedback supports Goal 1, Action 9: College and Career Readiness, because families identified the need for students to receive practical guidance and pathway options before graduation.
-AAPAC feedback influenced the LCAP by focusing attention on African American student outcomes in academic achievement, engagement, school climate, and college/career readiness. This feedback supports Goal 1, Action 1: Standards-Aligned Curriculum and Goal 1, Action 2: Professional Development, because these actions support access to rigorous, culturally responsive, standards-aligned instruction. AAPAC input also supports Goal 1, Action 9: College and Career Readiness, because families reviewed outcomes related to postsecondary readiness and student preparation.
-Parent responses regarding English Learner supports influenced continued attention to bilingual staff, in-class support, targeted tutoring, bilingual resources, ELPAC/reclassification guidance, and parent education. This feedback supports Goal 1, Action 11: English Learner Services and Goal 1, Action 12: Long-Term English Learners, because these actions provide language development, monitoring, and targeted supports for English Learners and LTELs.
-Parent feedback related to student safety, positive behavior, mental health, and access to support staff influenced continued implementation of Goal 2, Action 2: Multi-Tiered System of Supports and Goal 2, Action 4: Student Wellness and Safety. Although parents reported strong favorable responses for safety and positive behavior, survey results also showed a need to better communicate access to counselors, mental health staff, and school psychologists.
-Parent feedback also influenced continued work on family engagement and communication. Parents requested earlier notice of events, more convenient meeting times, family-centered events, language access, welcoming environments, and clearer communication about student progress and available resources. This feedback supports Goal 3, Action 1: Parent and Community Opportunities, Goal 3, Action 2: Parent Center, and Goal 3, Action 3: Communication Outreach.

Students
-Student feedback influenced the 2026–27 LCAP by reinforcing the need to continue and refine actions that support academic intervention, college and career readiness, future planning, student wellness, and school connectedness. Students shared that teachers, counselors, and College and Career Centers are important sources of support, especially when students need help with classes, dual enrollment, or planning for life after graduation. In response, the LCAP continues to prioritize Goal 1, Action 9: College and Career Readiness, including counseling, dual enrollment, CTE pathways, and postsecondary planning supports. These services respond to student requests for more college/career opportunities, more exposure to college expectations, earlier scholarship information, resume and job search support, financial literacy, and life-skills preparation.
-Students also requested more individualized academic help, additional tutoring, weekend or Saturday support, more time to receive help in challenging subjects, and additional support in classrooms and Career Centers. This feedback influenced continued investment in Goal 1, Action 7: Elementary Supplemental Supports, Goal 1, Action 8: Secondary Supplemental Supports, and Goal 1, Action 14: Student Learning, Monitoring, and Feedback because these actions provide targeted academic support, intervention, and progress monitoring so staff can identify student needs and adjust supports. Student feedback also supports Goal 1, Action 2: Professional Development, because students identified the need for instructional support in difficult subjects and opportunities to apply what they are learning in meaningful ways.
-Students identified future planning as a priority and requested more field trips, career exploration, financial literacy, taxes, resumes, job search days, professional networking, and exposure to real-world college and career expectations. This feedback supports continued implementation of Goal 1, Action 9: College and Career Readiness and, for Nueva Vista Continuation High School, Goal 4, Action 1: Equity Multiplier Focus Goal, because these actions are designed to expand access to postsecondary planning, CTE pathways, dual enrollment, and college/career preparation experiences.
-Students also identified activities and mental health as priorities, with activities and college/career opportunities receiving the highest number of student priority responses. This feedback influenced continued attention to Goal 2, Action 2: Multi-Tiered System of Supports, Goal 2, Action 4: Student Wellness and Safety, and Goal 3, Action 1: Parent and Community Opportunities because these actions support student wellness, belonging, engagement, and connection to school. Students' feedback that check-ins, relationships with staff, and supportive adults help them feel supported also aligns with Goal 3, Action 3: Communication Outreach and Goal 3, Action 4: Parent Involvement and Community Outreach, because communication and school-family-community connections help students access available supports.

Teachers
-Teacher feedback from the 2025–26 LCAP Staff Survey influenced the 2026–27 LCAP by reinforcing the need to continue actions that support academic intervention, instructional resources, data-driven instruction, student engagement, school climate, and professional learning. The survey was administered December 3–19, 2025, and included 1,200 staff responses, including 721 certificated staff responses. Overall staff results showed strong favorable responses that students receive needed resources (93.8%), teachers understand students' learning needs (92.7%), teachers make class engaging (90.3%), and teachers use assessment data to respond to student needs (89.6%). At the same time, staff identified areas for continued attention, including access to staff resources, academic support, rigor, and consistent behavior expectations.
-Teacher feedback influenced continued implementation of Goal 1, Action 2: Professional Development, because certificated staff identified the need for continued support with rigorous instruction, differentiated strategies, classroom engagement, and responding to student learning needs. While 84% of certificated staff responded favorably that schoolwork is appropriately rigorous, 14% responded unfavorably, indicating a need to continue strengthening professional learning around grade-level standards, instructional rigor, and engagement.

-Teacher feedback also influenced continued investment in Goal 1, Action 7: Elementary Supplemental Supports, Goal 1, Action 8: Secondary Supplemental Supports, and Goal 1, Action 14: Student Learning, Monitoring, and Feedback. Certificated staff reported that students receive the academic support needed to reach grade-level standards at 86% favorable, while 13% responded unfavorably. This feedback supports continued academic interventions, supplemental instructional supports, progress monitoring, and data discussions because teachers identified that students still need targeted support to meet grade-level expectations.
-Teacher feedback further supported continued implementation of Goal 1, Action 1: Standards-Aligned Curriculum, Goal 1, Action 4: Education and Information Technology, and Goal 1, Action 5: Professional Preparation and Collaboration Time. Overall staff results showed that 82.2% of staff responded favorably that teachers have access to the resources needed to perform their work well, while 11.0% responded unfavorably. Among certificated staff, 83% responded favorably and 15% responded unfavorably. This feedback indicates the need to continue providing instructional materials, technology, collaboration time, and resources that allow teachers to plan, deliver, and adjust instruction effectively.
-Teacher feedback also influenced continued attention to Goal 2, Action 2: Multi-Tiered System of Supports and Goal 2, Action 4: Student Wellness and Safety. Survey results showed strong favorable responses related to student safety and positive behavior; however, certificated staff also identified behavior expectations as an area for continued improvement, with 88% favorable and 10% unfavorable regarding staff commitment to reinforcing consistent expectations for student behavior. This feedback supports continued MTSS, PBIS, social-emotional supports, behavior systems, and student wellness services because consistent expectations and safe learning environments are necessary for students to access instruction.
-Finally, teacher feedback reinforced the importance of family engagement and communication. Certificated staff reported 94% favorable responses that schools encourage parental involvement and 93% favorable responses that schools effectively communicate with parents regarding student progress. This feedback supports continued implementation of Goal 3, Action 1: Parent and Community Opportunities, Goal 3, Action 2: Parent Center, and Goal 3, Action 3: Communication Outreach, because these actions help sustain school-family partnerships that support student progress and engagement.

Principal and Administrators
-Administrators identified the need for continued support to lead Learning Walks and provide meaningful instructional feedback. This influenced continued implementation of Goal 1, Action 2: Professional Development and Goal 1, Action 5: Professional Preparation and Collaboration Time, because these actions provide structures for professional learning, collaboration, and instructional leadership aligned to district priorities. Learning Walks support implementation because administrators can observe patterns in student learning, identify needs across classrooms, and align site professional learning to evidence gathered during classroom visits.
-Administrator feedback also reinforced the need to continue Quality Teaching for English Learners, with a specific focus on Quality Interactions and Academic Rigor. This feedback supports Goal 1, Action 11: English Learner Services, Goal 1, Action 12: Long-Term English Learners, and Goal 1, Action 2: Professional Development, because these actions provide professional learning and instructional supports that help teachers design language-rich, rigorous instruction for English Learners and Long-Term English Learners. This work is also connected to Goal 1, Action 14: Student Learning, Monitoring, and Feedback, because leaders use student outcome data and classroom evidence to monitor implementation and adjust supports.
-Principals and administrators also emphasized the need to continue developing the Multi-Tiered System of Supports. This feedback influenced continued implementation of Goal 2, Action 2: Multi-Tiered System of Supports and Goal 2, Action 4: Student Wellness and Safety, because these actions support academic, behavioral, attendance, and social-emotional interventions. MTSS remains a priority because administrators need consistent systems to identify student needs early, coordinate interventions, and monitor whether supports are improving student engagement, behavior, attendance, and achievement.

Other School Personnel
-Classified staff reported strong, favorable responses that students receive the resources needed to be successful (95%) and that students receive the academic support needed to reach grade-level standards (90%). This feedback supports continued implementation of Goal 1, Action 1: Standards-Aligned Curriculum, Goal 1, Action 4: Education and Information Technology, Goal 1, Action 7: Elementary Supplemental Supports, Goal 1, Action 8: Secondary Supplemental Supports, and Goal 1, Action 14: Student Learning, Monitoring, and Feedback, because these actions provide instructional materials, technology, academic intervention, and monitoring systems that help students access learning supports.
-Classified staff also identified school safety, positive behavior, and student connection to adults as strengths, with 93% favorable responses that students feel safe, 94% favorable responses that schools encourage positive behavior, and 95% favorable responses that students are comfortable talking with staff when they have questions or need assistance. This feedback supports continued implementation of Goal 2, Action 2: Multi-Tiered System of Supports and Goal 2, Action 4: Student Wellness and Safety, because these actions strengthen behavior systems, social-emotional supports, student wellness, and safe learning environments.
-Classified staff feedback also reinforced the importance of attendance and school connectedness. With 97% favorable responses that schools value regular attendance and 97% favorable responses that classified staff feel proud to belong to their school, the LCAP continues to prioritize attendance, belonging, and connectedness through Goal 2, Action 2: Multi-Tiered System of Supports, Goal 3, Action 1: Parent and Community Opportunities, and Goal 3, Action 4: Parent Involvement and Community Outreach, because these actions help connect students and families to school-based and community-based supports.
-Classified staff feedback further supported continued family communication and engagement efforts. Classified staff reported 94% favorable responses that schools encourage parental involvement and 88% favorable responses that schools effectively communicate with parents regarding student progress. This feedback influenced continued implementation of Goal 3, Action 2: Parent Center, Goal 3, Action 3: Communication Outreach, and Goal 3, Action 4: Parent Involvement and Community Outreach, because these actions are designed to strengthen communication, outreach, and family access to district and school resources.
-Finally, classified staff feedback identified the need to continue supporting staff access to resources, with 82% favorable responses that teachers have access to the resources needed to perform their work well and 13% unknown responses. This supports continued attention to Goal 1, Action 2: Professional Development, Goal 1, Action 4: Education and Information Technology, and Goal 2, Action 2: Multi-Tiered System of Supports, because classified staff play a key role in implementing student supports, behavior systems, technology access, and daily school operations.

Local Collective Bargaining Units (NEA-Jurupa & CSEA)
-CSEA feedback influenced the 2026–27 LCAP by reinforcing the need for role-specific professional development for classified staff who support students and families in transportation, office, campus supervision, and other student-facing roles. Their input on positive interactions, social-emotional support, de-escalation, and consistent student management supports continued implementation of Goal 1, Action 2: Professional Development and Goal 2, Action 2: Multi-Tiered System of Supports. CSEA also emphasized campus health and safety, which supports Goal 2, Action 4: Student Wellness and Safety, because classified staff help maintain safe, welcoming environments throughout the school day.
-NEA-Jurupa feedback influenced continued attention to college and career readiness, including expanded CTE opportunities, College and Career Week, and stronger vertical alignment across elementary, middle, and high school programs. This input supports Goal 1, Action 9: College and Career Readiness and Goal 4, Action 1: Equity Multiplier Focus Goal, because these actions increase access to postsecondary planning, CTE pathways, and career exploration.

-NEA-Jurupa also emphasized instructional support, collaboration time, culturally relevant materials, inclusion, and use of student data. This input supports Goal 1, Action 1: Standards-Aligned Curriculum, Goal 1, Action 2: Professional Development, Goal 1, Action 5: Professional Preparation and Collaboration Time, and Goal 1, Action 14: Student Learning, Monitoring, and Feedback. Their feedback on English Learners, newcomers, bilingual language tutors, and LTEL supports aligns with Goal 1, Action 11: English Learner Services and Goal 1, Action 12: Long-Term English Learners.

District Advisory Council (DAC)
-DAC feedback influenced the 2026–27 LCAP by reinforcing the need for continued academic intervention in ELA and mathematics. Feedback on literacy, math support, and parent learning opportunities supports Goal 1, Action 7: Elementary Supplemental Supports; Goal 1, Action 8: Secondary Supplemental Supports; and Goal 1, Action 14: Student Learning, Monitoring, and Feedback.
-DAC members also emphasized chronic absenteeism, student safety, behavior supports, and school belonging. This feedback supports Goal 2, Action 2: Multi-Tiered System of Supports and Goal 2, Action 4: Student Wellness and Safety.
-DAC input regarding parent communication, clearer LCAP explanations, acronyms, and access to district resources supports Goal 3, Action 2: Parent Center and Goal 3, Action 3: Communication Outreach. Feedback about parent engagement events and opportunities to support learning at home supports Goal 3, Action 1: Parent and Community Opportunities.
-DAC feedback about dual enrollment and college/career awareness supports Goal 1, Action 9: College and Career Readiness, because families identified the need for students and parents to better understand available pathways and supports.

District English Learners Advisory Council (DELAC)
-DELAC feedback influenced the 2026–27 LCAP by reinforcing the need to continue English Learner services that support language development and access to grade-level instruction. This feedback supports Goal 1, Action 11: English Learner Services, because this action provides designated and integrated ELD, instructional support, and monitoring for English Learner progress.
-DELAC feedback also emphasized the needs of Long-Term English Learners and the importance of continued academic language development. This supports Goal 1, Action 12: Long-Term English Learners.
-Input related to QTEL-aligned instruction, language-rich classroom practices, and teacher support connects to Goal 1, Action 2: Professional Development, because staff need continued professional learning to support English Learners across content areas.

Special Education Local Plan Area (SELPA) Administrator
-Feedback from the SELPA Administrator, RCOE staff, and findings from the Inclusion Walks informed the district's continued focus on inclusive practices, access to core instruction, and improved outcomes for students with disabilities. Specifically, this input influenced Goal 1, Action 1.2: Professional Development, which includes professional learning in Universal Design for Learning (UDL), MTSS, SEL, collaborative teams, and research-based instructional strategies. The input also influenced Goal 1, Action 1.7: Elementary Supplemental Supports and Goal 1, Action 1.8: Secondary Supplemental Supports, both of which emphasize inclusive practices, targeted interventions within the MTSS framework, specialized supports and accommodations, and access to core instruction in the least restrictive environment for students with disabilities.
-Based on this engagement, the district is developing a multi-year UDL professional development plan for all teachers. This plan is intended to strengthen inclusive lesson design because UDL helps teachers proactively address learner variability, increase access to grade-level content, and reduce reliance on separate or reactive supports.

Nueva Vista Continuation High School Educational Partners

-Educational partner input influenced the focus and implementation of the services included in Goal #4. Through the School Site Council's review of Dashboard data and structured staff consultation, educational partners identified barriers affecting English Learner progress and graduation outcomes, including academic language needs, credit deficiencies, attendance challenges, and the need for more consistent, individualized support. This feedback shaped how the Equity Multiplier-funded services will be implemented, including an emphasis on coordinated intervention systems, progress monitoring, credit recovery, counseling, case management, and student engagement supports. The Assistant Principal and Counselor roles will support implementation of these services by coordinating systems, monitoring student progress, and providing individualized academic and social-emotional supports aligned to the needs identified through the consultation process. (Action 4.1 & 4.2).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

How the Actions Will Achieve the Goal

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned Teachers	Percentage of "Clear" Full-Time Equivalency (FTE): 91.4%	Percentage of "Clear" Full-Time Equivalency (FTE): 90.2%	Percentage of "Clear" Full-Time Equivalency (FTE): 90.1%	Percentage of "Clear" Full-Time Equivalency (FTE): 95.0%	-1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2021-22 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest Report	Source: 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest	Source: 2023-24 Teaching Assignment Monitoring Outcomes (TAMO) Data Quest	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	Unchanged
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.	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.	Unchanged
1.4	English Learner Access to California Standards including English	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full	Local Indicator Priority 2 Self-Reflection Tool Rating: 5 - Full	Unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Development (ELD) standards	Implementation and Sustainability for ELD	Implementation and Sustainability for ELD	Implementation and Sustainability for ELD	Implementation and Sustainability for ELD	
1.5	Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students: 56.8 points below standard (Orange) Schools with Very Low (Red) Indicator: -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 All Socioeconomically Disadvantaged: 65.5 points below standard (Orange) 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	All Students: 56.6 points below standard (Orange) (+0.2 points) 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) All Socioeconomically Disadvantaged: 64.3 points below	All Students: 54.3 points below standard (Orange) (+2.5 points) 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) All Socioeconomically Disadvantaged: 63.5 points below	All Students: 47.8 points below standard (Yellow) 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 All Socioeconomically Disadvantaged: 56.5 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Ina Arbuckle Elementary: 93.9	All Students: +2.5 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +24.1 points -Mission Bell Elementary: +18.3 points -Mission Middle: -10.2 points -West Riverside Elementary: +14.1 points All Socioeconomically Disadvantaged: +2.0 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +23.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Peralta Elementary: 70.9 points below standard -Rustic Lane Elementary: 72.4 points below standard -West Riverside Elementary: 103.7 points below standard All English Learners: 99.8 points below standard (Red) Schools with Very Low (Red) Indicator: -Del Sol Academy: 95.8 points below standard -Glen Avon Elementary: 70.3 points below standard -Granite Hill Elementary: 82.5 points below standard -Ina Arbuckle Elementary: 120.8 points below standard -Jurupa Middle: 102.4 points below standard -Jurupa Valley High: 134.8 points below standard -Mission Bell Elementary: 100.8 points below standard -Mission Middle: 126.7 points below standard	standard (Orange) (+1.2 points) 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	standard (Orange) (+2 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Ina Arbuckle Elementary: 81.5 points below standard (+23.4 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 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 All English Learners: 90.8 points below standard (Yellow) Schools with Very Low (Red) Indicator: -Del Sol Academy: 86.8 points below standard -Glen Avon Elementary: 60.3	-Jurupa Valley High: +19.5 points -Mission Bell Elementary: +20.1 points -Mission Middle:-11.6 points -Peralta Elementary: +29.8 points -Rustic Lane Elementary: -1.7 points -West Riverside Elementary: +12.2 points All English Learners: +9.7 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Del Sol Academy: +12.1 points -Glen Avon Elementary: +8 points -Granite Hill Elementary: -5.2 points -Ina Arbuckle Elementary: +31.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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)	points below standard (+10.5 points) 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)	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)	points below standard -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	-Jurupa Middle: +15.5 points -Jurupa Valley High: +28.5 points -Mission Bell Elementary: +18.8 points -Mission Middle: +4.5 points -Patriot High: 18.2 points -Pedley Elementary: +29.3 points -Peralta Elementary: +30.6 points -Rustic Lane Elementary: +10.8 points -Sky Country Elementary: +15 points -Sunnyslope Elementary: +3.9 points -Troth Street Elementary: +11.7 points -West Riverside Elementary: +25 points All Foster Youth: -6.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with Very Low (Red) Indicator: -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:	-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)	-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) -Sky Country Elementary: 60.3 points below standard (+15 points)	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: -Camino Real Elementary: 119.2	All Homeless Youth: +40.4 points Students with Disabilities: +6.4 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Camino Real Elementary: +37.1 points -Del Sol Academy: +5.5 points -Glen Avon Elementary: -21.9 points -Jurupa Middle: -10.2 points -Jurupa Valley High School: +13.2 points -Mission Bell Elementary: +27.2 points -Pedley Elementary: +4 points -Sunnyslope Elementary: +9.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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 Source: Fall 2023 California School Dashboard	-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):	-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):	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	-Troth Street Elementary: +5 points -Van Buren Elementary: +10.8 points All Hispanic Students: +2.7 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +21.7 points -Jurupa Valley High: 14.2 points -Mission Bell Elementary: +19.3 points -Mission Middle:-9.4 points -West Riverside Elementary: +16.9 points Source: Fall 2025 California School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Camino Real Elementary: 122.0 points below standard (+6.2 points) -Del Sol Academy: 116.9 points below standard (+6.9 points) -Glen Avon Elementary: 103.8 points below standard (-5.2 points) -Jurupa Middle: 145.4 points below standard (-10.9 points) -Jurupa Valley High School: 126.0 points below standard (+8.5 points) -Mission Bell Elementary: 156.9 points below standard (+11.2 points) -Pedley Elementary: 104.8 points below standard (-16.4 points) -Sunnyslope Elementary: 135.8 points below	-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) -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	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 Source: Fall 2026 California School Dashboard	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Mission Middle: 83.7 points below standard (-8.8 points) -West Riverside Elementary: 94.3 points below standard (+12.6 points) Source: Fall 2024 California School Dashboard	-Mission Middle: 84.3 points below standard (-9.4 points) -West Riverside Elementary: 90 points below standard (+16.9 points) Source: Fall 2025 California School Dashboard		
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 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)	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)	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	All Students: +6.2 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +4.8 points -Jurupa Middle: +6.2 points -Mira Loma Middle: -2.9 points -Mission Bell Elementary: -2.3 points -Mission Middle: +4.0 points -Patriot High: +14.9 points -Rubidoux High: +16.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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: 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	-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	-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	All Socioeconomically Disadvantaged: +5.4 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +3.9 points -Jurupa Middle: +4.2 points -Mission Bell Elementary: -5 points -Mission Middle: -0.7 points -Patriot High: +12.7 points -Rubidoux High: +19.1 points -West Riverside Elementary: +22.5 points All English Learners: +10.2 points Schools with Very Low (Red) Indicator in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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 All Foster Youth: 112.7 points below standard (Red) All Homeless Youth: 141.8 points below standard (Red) Students with Disabilities: 160.5 points below standard (Orange) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 144.6 points below standard	standard (+10.9 points) -Mission Bell Elementary: 90.2 points below standard (+9.7 points) -Mission Middle: 133.3 points below standard (+0.5 points) -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) All English Learners: 118.6 points below standard (Orange) (+7.6 points) Schools with Very Low (Red) Indicator last school year (2023-24):	standard (+4.2 points) -Mission Bell Elementary: 104.9 points below standard (-5 points) -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) 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	points below standard All English Learners: 117.2 points below standard (Orange) Schools with Very Low (Red) Indicator: -Del Sol Academy: 100.4 points below standard -Ina 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	baseline school year (2023-24): -Del Sol Academy: +17.3 points -Ina Arbuckle Elementary: +8.4 points -Jurupa Middle: +23.2 points -Mission Bell Elementary: -3.1 points -Mission Middle: +13.8 points -Patriot High: +6 points -Pedley Elementary: +15.9 points -Rustic Lane Elementary: +9.4 points -Troth Street Elementary: +21.4 points -West Riverside Elementary: +28.2 points All Foster Youth: +5.9 points All Homeless Youth: +27 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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	-Del Sol Academy: 110.4 points below standard (-1 point) -Ina Arbuckle Elementary: 101.3 points below standard (+11.9 points) -Jurupa Middle: 131.8 points below standard (+22.0 points) -Mission Bell Elementary: 89.6 points below standard (+13.1 points) -Mission Middle: 167.5 points below standard (10.8 points) -Patriot High: 172.6 points below standard (+10.8 points) -Pedley Elementary: 107.3 points below standard (+10.4 points) -Rustic Lane Elementary: 106.5 points below standard (-9.3 points) -Troth Street Elementary: 80.4	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) -Troth Street Elementary: 84.8 points below	points below standard -Troth Street Elementary: 95.0 points below standard -West Riverside Elementary: 118.9 points below standard All Foster Youth: 103.7 points below standard (Orange) All Homeless Youth: 132.8 points below standard (Orange) Students with Disabilities: 151.5 points below standard (Orange) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 135.6 points below standard -Del Sol Academy: 1276.8 points below standard -Mira Loma Middle: 150.7	Students with Disabilities: +3.5 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Camino Real Elementary: +17.2 points -Del Sol Academy: -6.9 points -Mira Loma Middle: -27.4 points -Mission Middle: +10.3 points -Peralta Elementary: +51.1 points -Sunnyslope Elementary: +5.4 points -Troth Street Elementary: +16 points All African American Students: -9 points All Hispanic Students: +5.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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 Source: Fall 2023 California School Dashboard	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 (+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	points below standard -Mission Middle: 188.3 points below standard -Peralta Elementary: 139.6 points below standard -Sunnyslope Elementary: 124.7 points below standard -Troth Street Elementary: 164.2 points below standard 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	Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Ina Arbuckle Elementary: +5.3 points -Jurupa Middle: +4.9 points -Mission Bell Elementary: -2.3 points -Mission Middle: +2.4 points -Patriot High: +11.5 points -Rubidoux High: +22.4 points All White Students:+18.1 points Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Patriot High: +82.4 points Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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) All African American Students: 96.7 points below standard (Orange) (+8.0 points) All Hispanic Students: 95.5 points below	standard (-6.9 points) -Mira Loma Middle: 187.1 points below standard (-27.4 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) All African American Students: 113.7 points below standard (Red) (-9 points) All Hispanic Students: 95.4 points below	-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	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard (Orange) (+5.1 points) Schools with Very Low (Red) Indicator last school year (2023-24): -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) All White Students: 55.1 points below	standard (Red) (+5.2 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -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) All White Students: 47.3 points below		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard (Yellow) (+10.3 points) Schools with Very Low (Red) Indicator last school year (2023-24): -Patriot High: 52.3 points below standard (+63.1 points) Source: Fall 2024 California School Dashboard	standard (Yellow) (+18.1 points) Schools with Very Low (Red) Indicator during baseline school year (2023-24): -Patriot High: 33 points below standard (+82.4 points) Source: Fall 2025 California School Dashboard		
1.7	Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): California Science Test (CAST): Percent of students who met or exceeded standard (Level 3 or 4)	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% Source: California Assessments Website	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%) Source: 2023-24 California Assessments Website	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%) Source: 2024-25 California Assessments Website	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% Source: California Assessments Website	All Students: +.08% -Socioeconomically Disadvantaged: +0.61% -English Learners: +0.77% -Foster Youth: -5.19% -Homeless Youth: +4.36% -Students with Disabilities: +1.33% Source: 2024-25 California Assessments Website
1.8	Percentage of students completing UC/CSU	All Students: 16.8% met UC/CSU requirements	All Students: 23.9% (+7.1%)	All Students: 27.7% (+10.9%)	All Students: 19.8% met	All Students: +10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Entrance Requirements (A-G) and CTE program(s)	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%	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%) Source: Fall 2024 California School Dashboard	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%) Source: Fall 2025 California School Dashboard	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%	-Socioeconomically Disadvantaged: +10% -English Learners: +6.4% -Foster Youth: +9.5% -Homeless Youth: -6.9% -Students with Disabilities: +2.9% Source: Fall 2025 California School Dashboard
1.9	Percentage of students completing UC/CSU Entrance Requirements (A-G)	All Students: 38.1% met UC/CSU requirements -Socioeconomically Disadvantaged: 36.7% -English Learners: 12.1% -Foster Youth: Not Reported (Under 10 Students) -Homeless Youth: 24.1% -Students with Disabilities: 11.8%	All Students: 40.7% (+2.6%) met UC/CSU requirements -Socioeconomically Disadvantaged: 38.2% (+1.5%) -English Learners: 16.8% (+4.7%) -Foster Youth: 26.7%	All Students: 45.8% (+7.7%) met UC/CSU requirements -Socioeconomically Disadvantaged: 43.5% (+6.8%) -English Learners: 22.0% (+7.9%) -Foster Youth: 9.5% (Under 10 Students)	All Students: 41.1% met UC/CSU requirements -Socioeconomically Disadvantaged: 39.7% -English Learners: 15.1% -Foster Youth: Not Reported (Under 10 Students)	All Students: +7.7% -Socioeconomically Disadvantaged: +6.8% -English Learners: +7.9% -Foster Youth: -17.2% (Under 10 Students) -Homeless Youth: -12.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Homeless Youth: 20.7% (-3.4%) -Students with Disabilities: 10.9% (-0.9%) Source: Fall 2024 California School Dashboard	-Homeless Youth: 11.3% (-12.8%) (Under 10 Students) -Students with Disabilities: 17.1% (+5.3%) Source: Fall 2025 California School Dashboard	-Homeless Youth: 27.1% -Students with Disabilities: 14.8%	-Students with Disabilities: +5.3% Source: Fall 2025 California School Dashboard
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%	All Students: +15.7% -Socioeconomically Disadvantaged: +15.1% -English Learners: +15% -Foster Youth: +15.3% (Under 10 Students) -Homeless Youth: +1.7% -Students with Disabilities: +17.2% Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% -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	District: 37.1% (Orange) (-3.6%) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 32.3% (+5.6%) -Del Sol Academy: 42.6% (+0.4%) -Indian Hills Elementary: 34.5% (-3.8%) -Jurupa Middle: 33.9% (+10.7%) -Nueva Vista Continuation High: 16.3% (+4%) -Patriot High: 35.6% (+6.4%) -Rubidoux High: 15.6% (-18.5%) -Troth Street Elementary: 44.2% (+5.9%) -West Riverside Elementary: 32.8% (-6.4%) Source: Fall 2024 California School Dashboard	District: 36.3% (Orange) (-4.4%) Schools with Very Low (Red) Indicator last school year (2023-24): -Camino Real Elementary: 30.3% (+3.6%) -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	District: 46.7% (Green) Schools with Very Low (Red) Indicator: -Camino Real Elementary: 32.7% -Del Sol Academy: 48.2% -Indian Hills Elementary: 45.0% -Jurupa Middle: 29.2% -Nueva Vista Continuation High: 18.3% -Patriot High: 35.2% -Rubidoux High: 40.1% -Troth Street Elementary: 45.0% -West Riverside Elementary: 45.2% Source: Fall 2026 California School Dashboard	District: -4.4% Schools with Very Low (Red) Indicator in baseline school year (2023-24): -Camino Real Elementary: +3.6% -Del Sol Academy: -8.1% -Indian Hills Elementary: -4.5% -Jurupa Middle: +12.4% -Nueva Vista Continuation High: -3.6% -Patriot High: +18.9% -Rubidoux High: -7.6% -Troth Street Elementary: -12.1% -West Riverside Elementary: +3.5% Source: Fall 2025 California School Dashboard
1.12	English Learner Reclassification Rate	District: 7.70%	District: 6.26% (-1.44%)	District: 7.24% (-0.46%)	District: 8.6%	District: -0.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Student Information System (SIS)	Source: Student Information System (SIS)	Source: Student Information System (SIS)	Source: Student Information System (SIS)	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	District: +17.1% Socioeconomically Disadvantaged: +17.7% English Learner: +51.7% Foster Youth: +25% Students with Disabilities: +29.1% Source: 2024-25 Local data
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 -Socioeconomically Disadvantaged: 25.84% met or exceeded standard -English Learner: 5.49% met or exceeded standard -Foster Youth: 25.49% met or exceeded standard Math: All 11th-grade students: 16.84% met or exceeded standard	ELA: All 11th-grade students: 37.21% (+7.99%) met or exceeded standard -Socioeconomically Disadvantaged: 33.03% (+7.19%) met or exceeded standard -English Learner: 3.65% (-1.84%) met or exceeded standard -Foster Youth: Not Reported (Under 11 Students)	ELA: All 11th-grade students: 39.35% (+10.13%) met or exceeded standard -Socioeconomically Disadvantaged: 36.45% (+10.61%) met or exceeded standard -English Learner: 5.28% (-0.21%) met or exceeded standard -Foster Youth: Not Reported (Under 11 Students)	ELA: All 11th-grade students: 39% met or exceeded standard -Socioeconomically Disadvantaged: 36% met or exceeded standard -English Learner: 16% met or exceeded standard -Foster Youth: 36% met or exceeded standard Math:	ELA: All 11th-grade students: +10.13% -Socioeconomically Disadvantaged: +10.61% -English Learner: -0.21% -Foster Youth: Not Reported (Under 11 Students) Math: All 11th-grade students: -3.30% --Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		--Socioeconomically Disadvantaged: 14.29% met or exceeded standard -English Learner: 4.46% met or exceeded standard -Foster Youth: 11.76% met or exceeded standard	Math: All 11th-grade students: 11.40% (-5.44%) met or exceeded standard -- Socioeconomically Disadvantaged: 8.67% (-5.67%) met or exceeded standard -English Learner: 0.35% (-4.11%) met or exceeded standard -Foster Youth: Not Reported (Under 11 Students)	Math: All 11th-grade students: 13.54% (-3.30%) met or exceeded standard -- Socioeconomically Disadvantaged: 11.35% (-2.94%) met or exceeded standard -English Learner: 1.76% (-2.7%) met or exceeded standard -Foster Youth: Not Reported (Under 11 Students) Source: 2024-25 California Assessments Website	All 11th-grade students: 27% met or exceeded standard -- Socioeconomically Disadvantaged: 25% met or exceeded standard -English Learner: 15% met or exceeded standard -Foster Youth: 22% met or exceeded standard	Disadvantaged: -2.94% -English Learner: -2.7% -Foster Youth: Not Reported (Under 11 Students) Source: 2024-25 California Assessments Website
1.15	High School Graduation Rate	District: 93.7% Graduated (Green) -Socioeconomically Disadvantaged: 93.6% Graduated -English Learner: 87.4% Graduated -Foster Youth: Not Reported (Less than 10 Students) Source: Fall 2023 California School Dashboard	District: 93.3% (-0.4%) Graduated (Green) - Socioeconomically Disadvantaged: 92.8% (-0.8%) Graduated -English Learner: 86.8% (-0.6%) Graduated -Foster Youth: 86.7%	District: 92.4% (-1.3%) Graduated (Green) - Socioeconomically Disadvantaged: 92.1% (-1.5%) Graduated -English Learner: 86.3% (-1.1%) Graduated -Foster Youth: 76.2%	District: 95.0% Graduated (Blue) - Socioeconomically Disadvantaged: 95.0% Graduated -English Learner: 90.5% Graduated -Foster Youth: Not Reported (Less than 10 Students)	District: -1.3% - Socioeconomically Disadvantaged: -1.5% -English Learner: -1.1% -Foster Youth: -10.5% Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Fall 2024 California School Dashboard	Source: Fall 2025 California School Dashboard	Source: Fall 2026 California School Dashboard	
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	+5.53%
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	+4.5%
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	2024-25 Graduating Class: +13.5%
1.19	Percent of students completing two years of Military Science/Leadership course	0% The JrROTC program is not offered in JUSD	0% The JrROTC program is not offered in JUSD	0% The JrROTC program is not offered in JUSD	0% The JrROTC program is not offered in JUSD Source: Student Information	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Student Information System - As of Semester 1 2023-24	Source: Student Information System - As of Semester 1 2024-25	Source: Student Information System - As of Semester 1 2025-26	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 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 Schools with Very Low Status Indicator: Nueva Vista Continuation High:	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 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 Schools with Very Low Status Indicator last	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% -Homeless Youth: 24.3% (-7.8%) Schools with Very Low Status Indicator last school year (2023-24): Nueva Vista Continuation High: -All Students: 13.1% (+10.4%) of the 2024-25 Graduating Class Prepared -Socioeconomically	Fall 2026 California School Dashboard only reported Status Level. District: 55% of the 2025-26 Graduating Class Prepared (High) -Socioeconomically Disadvantaged: 55% of the 2025-26 Graduating Class Prepared -English Learner: 35% of the 2025-26 Graduating Class Prepared -Foster Youth: Not Reported (Less than 11 Students) -Homeless Youth: 45% of the 2025-26 Graduating Class Prepared	District: +19.9% -Socioeconomically Disadvantaged: +18.8% -English Learner: +20.8% -Foster Youth: +10% -Homeless Youth: -7.8% Schools with Very Low Status Indicator in baseline school year (2023-24): Nueva Vista Continuation High: -All Students: +10.4% -Socioeconomically Disadvantaged: +10.4% -English Learner: -8.6% -Students with Disabilities: +6.8% -Hispanic: +10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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 Rubidoux High: -Students with Disabilities: 9.4% of the 2022-23 Graduating Class Prepared Source: Fall 2023 California School Dashboard	school year (2023-24): 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 Rubidoux High: -Students with Disabilities: 25.0%	Disadvantaged: 13.2% (+10.4%) -English Learner: 14.5% (-8.6%) -Students with Disabilities: 8.7% (+6.8%) -Hispanic: 13.6% (+10.7%) Rubidoux High: -Students with Disabilities: 42.3% (+32.9%) Source: Fall 2025 California School Dashboard		Rubidoux High: -Students with Disabilities: +32.9% Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(+15.6%) of the 2023-24 Graduating Class Prepared Source: Fall 2024 California School Dashboard			
1.21	Other Student Outcomes - NWEA ELA (Grades K-6)	District: Exceeded: 6.4% Met: 17.3% Nearly Met: 25.9% Not Met: 50.5% EL Exceeded: 0.6% Met: 4.9% Nearly Met: 18.4% Not Met: 76.2% (NWEA, Spring Administration, 2023-2024)	District: Exceeded: 8.5% (+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: 8.6% (+2.2%) Met: 22.7% (+5.4%) Nearly Met: 31.0% (+5.1%) Not Met: 37.7% (-12.8%) EL Exceeded: 1.0% (+0.4%) Met: 8.4% (+3.5%) Nearly Met: 29.1% (+10.7%) 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)	District: Exceeded: +2.2% Met: +5.4% Nearly Met: +5.1% Not Met: -12.8% EL Exceeded: +0.4% Met: +3.53% Nearly Met: +10.7% Not Met: -14.7% (NWEA, Winter Administration, 2025-2026)
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	District: Exceeded: 8.3% (+3.7%) Met: 19.3% (+6.5%) Nearly Met: 33.5% (+13.8%)	District: Exceeded: 5.3% (+0.7%) Met: 18.1% (+5.3%) Nearly Met: 34.4% (+14.7%)	District: Exceeded: 13.6% Met: 21.8% Nearly Met: 10.7% Not Met: 44% EL	District: Exceeded: +0.7% Met: +5.3% Nearly Met: +14.7% Not Met: -10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exceeded: 1% Met: 5.2% Nearly Met: 19.7% Not Met: 74.2% (NWEA, Spring Administration, 2023-2024)	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)	Not Met: 42.3% (-10.7%) 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)	Exceeded: 10% Met: 14.2% Nearly Met: 10.7% Not Met: 65.2% (NWEA, Spring Administration, 2026-2027)	EL Exceeded: +0% Met: +4.4% Nearly Met: +8.3% Not Met: -12.7% (NWEA, Winter Administration, 2025-2026)

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 1 reflected a coherent, districtwide focus on standards-aligned instruction, English Learner progress, early literacy, college and career readiness, and targeted supplemental supports. The majority of actions were implemented as planned, with strong alignment between professional development, instructional practices, assessment systems, and intervention supports. Implementation was characterized by increasing coherence across sites through learning walks, coaching cycles, and data-informed decision-making. A key success was the consistency of instructional focus, particularly through the Quality Teaching for English Learners (QTEL) framework, which was reinforced through professional development, classroom observations, and coaching support.

Action 1.1: Standards Aligned Curriculum
The district continued to implement standards-aligned curriculum with an emphasis on rigorous, grade-level instruction. Classroom observations and learning walks demonstrated increased use of structured academic discourse, complex texts, and collaborative learning tasks aligned to QTEL practices, supporting consistent access to high-quality instruction.

Action 1.2: Professional Development

Professional development was implemented through districtwide trainings, QTEL-focused sessions, and job-embedded coaching. Teachers and administrators participated in learning walks and collaborative observations to strengthen instructional practices, particularly around academic discourse and task design, resulting in greater clarity and consistency in implementation across sites.

Action 1.3: Visual and Performing Arts (VAPA)
The VAPA program expanded opportunities for student participation and community engagement. Districtwide events such as "We heART the ARTs," along with performances including honor band concerts and choir showcases, demonstrated increased access to arts education and strengthened connections between schools and families.

Action 1.4: Education and Information Technology
The district successfully implemented digital citizenship instruction across all grade levels, with 100% of schools earning Common Sense Education certification. Instruction included media literacy, digital safety, and emerging topics such as artificial intelligence, supporting students' readiness for a digital learning environment.

Action 1.5: Professional Preparation and Collaboration Time
Collaboration time supported data analysis, instructional planning, and alignment of practices across grade levels and sites. Teachers used this time to review assessment data, including early literacy and benchmark assessments, and to refine instructional strategies to better meet student needs.

Action 1.6: Reducing Class Sizes through Grade Span Adjustment
Class size reduction was implemented as planned, providing increased opportunities for individualized instruction, targeted feedback, and stronger student-teacher relationships, particularly in early grades and foundational content areas.

Action 1.7: Elementary Supplemental Supports
Elementary supports were strengthened through the implementation of SIPPS, expanded use of NWEA assessments in grades 1–6, ESGI in Kindergarten, and mCLASS/DIBELS for early literacy screening. These systems allowed for earlier identification of student needs and more targeted intervention planning.

Action 1.8: Secondary Supplemental Supports
Secondary supports included differentiated interventions and expanded use of Universal Design for Learning (UDL) strategies. Additionally, the expansion of the Academic Extended Learning Opportunity (ELO) program provided targeted, data-driven support to over 1,100 students, increasing access to additional instructional time and intervention.

Action 1.9: College and Career Readiness
College and career readiness efforts were implemented through counseling, college access initiatives, and career pathway exploration. Activities such as CSU Direct Admission participation, College/Career Kickoff events, and career pathway experiences (e.g., engineering, public safety, and medical response) expanded student awareness and access to postsecondary opportunities. The district maintained a "Green" performance level on the College/Career Indicator.

Action 1.10: Foster Youth and Students Experiencing Homelessness and Support Services

Targeted supports for foster youth and students experiencing homelessness were strengthened through interagency collaboration, student advocacy opportunities, and individualized follow-up supports. Initiatives such as student participation in legislative events and the continued development of tools to improve coordination of services and access to resources.

Action 1.11: English Learner Services
English Learner services were implemented through integrated instructional strategies, assessment preparation, and professional development. Districtwide preparation for ELPAC, combined with QTEL-aligned instruction, supported language development and access to core content.

Action 1.12: Long Term English Learner Supports
LTEL supports focused on early identification and intervention through literacy screening and progress monitoring systems. The district emphasized early literacy development and ongoing monitoring to reduce the number of students at risk of becoming LTELs.

Action 1.13: Dual Immersion
Dual Immersion programs continued to support biliteracy, bilingualism, and academic achievement. Implementation remained aligned to program goals, promoting language development as an asset for students.

Action 1.14: Student Learning Monitoring and Feedback
The district strengthened student learning monitoring through expanded assessment systems, including NWEA, ESGI, and mCLASS/DIBELS, along with structured grading and reporting cycles. These systems provided timely data that informed instructional adjustments and intervention planning.

Action 1.15: School Site Allocation
School sites effectively utilized LCFF allocations to implement site-specific strategies aligned to identified needs. The SPSA development process, including input from School Site Councils and educational partners, ensured that resources were aligned with student data and local priorities.

While actions were largely implemented as planned, several implementation challenges and midyear adjustments occurred as the district expanded and refined Goal 1 services. A relevant challenge was the expansion of NWEA assessments into middle and high school grades through Action 1.14. As expected with the rollout of a new assessment system, teachers and students required time to learn the platform, understand the purpose of the assessment, and build a shared culture of using data to differentiate instruction. These were productive implementation “growing pains,” because the assessment system provides timely formative data that teachers and site teams can use to identify learning needs, group students for support, monitor growth, and make more responsive instructional decisions.

Action 1.9, College and Career Readiness, continued to be a significant area of success, particularly as more students accessed dual enrollment opportunities. However, implementation also presented challenges because community college systems and K–12 systems operate with different timelines, expectations, enrollment processes, and communication structures. Increased student participation also created additional demand on Career Center staff, who supported students and families with navigation, registration, and follow-through.

The district also continues to experience challenges with English Learner reclassification rates. In response, Action 1.11 continued to provide student-specific supports focused on English language development, ELPAC preparation, and access to rigorous academic language instruction. One substantive implementation adjustment occurred within the Quality Teaching for English Learners work. The district initially planned to focus on both Quality Interactions and Academic Rigor; however, a midyear pivot was made to continue emphasizing Quality Interactions during 2025–26 so staff could deepen implementation before shifting Academic Rigor to a primary focus in 2026–27. This adjustment allowed teachers to build a stronger foundation in structured student discourse and language-rich classroom interactions before adding the next layer of instructional focus.

For Action 1.7, Elementary Supplemental Supports, implementation of the K–2 screener and SIPPS also presented coherence challenges for teachers. Because both tools were newly being implemented, staff needed additional time and support to understand how screener results connect to SIPPS placement, instruction, and progress monitoring. This challenge reflected the need to continue clarifying expectations and strengthening alignment across early literacy assessment and intervention practices.

For Action 1.4, Education and Information Technology, cost increases and shipping delays affected device replacement planning. Increased per-unit costs required the district to make different decisions about the timing of device replacement while continuing to prioritize student access to instructional technology.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for most Goal 1 actions. The LEA defines a material difference as an estimated actual expenditure that is 20% greater or 20% less than the planned expenditure for an individual action.

A material difference occurred in Goal 1, Action 12: Long Term English Learner Supports, in which estimated actual expenditures exceeded the budgeted amount by more than 20% due to additional professional development provided to secondary teachers to support Quality Teaching for English Learners (QTEL) implementation. The increased expenditures supported expanded teacher training and instructional capacity-building focused on improving access to rigorous instruction for Long-Term English Learners because secondary staff required additional professional learning and implementation support beyond the original scope of the action.

All contributing actions were implemented substantially as planned, and services for unduplicated pupils were provided consistent with the descriptions included in the adopted LCAP.

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

Action 1.1 (Standards Aligned Curriculum), Action 1.2 (Professional Development), Action 1.5 (Professional Preparation & Collaboration Time), Action 1.6 (Reducing Class Size through Grade Span Adjustment), Action 1.7 (Elementary Supplemental Supports), and Action 1.14 (Student Learning, Monitoring & Feedback) was effective as demonstrated by our 6.2 point increase in distance from standard in mathematics in Metric 1.6 CAASPP Mathematics, and we will continue to monitor these actions for effectiveness in Year 3 of the three year LCAP cycle as we look to also improve Metric 1.5 CAASPP ELA from Year 1 outcome of maintaining distance from standard to improving the distance from standard to mirror the growth experienced in mathematics.

Action 1.3 (Visual and Performing Arts) was modified in Year 1 to be measured through the academic outcomes of our students at the Pacific Avenue Academy of Music, as assessed on the CAASPP, rather than an LEA-wide survey of students participating in VAPA. The action was not yet effective as measured by the CAASPP ELA for the site, which declined from the prior year. However, we anticipate that additional targeted integration of the arts into the curriculum and instruction will improve students' proficiency in ELA, as evidenced by the increase in math on the school's Dashboard results.

Action 1.4 (Education and Information Technology) was effective as measured through 89% of our students actively using Google Classroom, 83% using Google Slides, and 82% using Google Docs through the provided 1:1 Chromebook.

Action 1.8 (Secondary Supplemental Supports) was effective as demonstrated by our 10.13% improvement in the percentage of 11th grade students meeting proficiency in ELA as measured by metric 1.14, and we will continue to monitor this action for effectiveness in Year 3 of the three-year LCAP cycle as we look to improve Metric 1.14 to improve the percentage of students meeting proficiency in mathematics as well.

Action 1.9 (College and Career Readiness) was effective as demonstrated by our 19.9% increase in the percentage of graduating students being prepared on the CCI as measured by metric 1.20.

Action 1.10 (Foster Youth and Students Experiencing Homelessness Support Services) was effective, as demonstrated by our 5.9-point increase for Foster Youth and a 27-point increase for Homeless Youth in distance from standard in mathematics, as measured by CAASPP Math (metric 1.6).

Action 1.11 (English Learner Services) was not yet effective as measured by the ELPI (metric 1.11), but will be continued with additional schools receiving "Beyond the Base" professional development on Quality Teaching for English Learners (QTEL), and we anticipate improvement in Year 3 of the LCAP cycle.

Action 1.12 (Long Term English Learners (LTEL)) was not yet effective as measured by the 0.46% decrease in the English Learner Reclassification Rate (metric 1.12), but will continue with the QTEL principle of 'academic rigor' being further developed to support the LTEL student group in Year 3 of the LCAP cycle.

Action 1.13 (Dual Immersion) was effective, as demonstrated by a 13.5% increase in the percentage of students receiving the State Seal of Biliteracy, as measured by metric 1.18.

Action 1.15 (School Site Allocation) was effective, as demonstrated by the LCAP being aligned with 100% of the school site SPSA goals and the improvement of students with positive academic outcomes, as measured by CAASPP Math (metric 1.6) and CCI (metric 1.20).

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

Action 1.2 (Professional Development) was modified to reflect a Teacher on Special Assignment for Professional Development that will be partially supported using Learning Recovery Emergency Block Grant funds for the 2026-27 school year. In addition, Students with Disabilities were added as a focus student group due to being identified as a support for Differentiated Assistance, and homeless youth was no longer specifically mentioned due to no longer being identified as a group for differentiated assistance. Additional clarification was added on how new teachers are supported to best support English learner achievement in ELA and math.

Action 1.3 (VAPA) was modified to reflect the shift of the middle school program from Del Sol Academy to Mira Loma Middle, which resulted in a VAPA teacher no longer being assigned to Del Sol Academy.

Action 1.7 (Elementary Supplemental Supports) was modified to reflect the Step up to Writing area of focus to be provided and to incorporate professional development to be provided using Learning Recovery Emergency Block Grant funds for the 2026-27 school year. The action was modified to reflect the early identification of students with disabilities to provide necessary and inclusive supports for academic success. Additionally, administrative support days were added for six elementary sites.

Action 1.8 (Secondary Supplemental Supports) was modified to reflect a Teacher on Special Assignment for Curriculum and Instruction that will be supported using Learning Recovery Emergency Block Grant funds for the 2026-27 school year.

Action 1.9 (College & Career Readiness) was modified to fund 4 FTE Middle School Counselors and 3 FTE High School Counselors using Learning Recovery Emergency Block Grant funds for the 2026-27 school year.

Action 1.10 (Foster Youth and Students Experiencing Homelessness and Support Services) was modified to incorporate the supports of early identification protocols for homeless youth, which involve proactive, trauma-informed strategies to spot "hidden" homelessness.

Action 1.12 (Long Term English Learners) was enhanced to include the use of NWEA Reading data in grades 1–6 to identify English learners at risk of becoming LTELs, support earlier intervention, and reduce long-term EL rates. Additional refinements included revisiting local reclassification practices to ensure clarity and alignment with state criteria and introducing districtwide efforts to promote bilingualism and biliteracy as assets through community engagement. Language acquisition programs available were also added to the action description.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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),	$483,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who are instrumental in the ongoing work of curriculum refinement, instructional support, and professional development. 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. 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. The district ensures that foster and homeless students have access to essential learning materials, technology support, and intervention resources alongside their peers. 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 Arts indicator at Ina Arbuckle Elementary, Jurupa Valley High, Mission Bell Elementary, and West Riverside Elementary. -Additional resources, such as math manipulatives and instruction materials specifically designed for English Language Learners, to ensure that Socioeconomically Disadvantaged students and English Learners, who were student groups across the district that performed at the lowest level in ELA, receive the individualized instruction they need.		

Action #	Title	Description	Total Funds	Contributing
		-Teachers will prioritize culturally responsive instruction, incorporating students' cultural backgrounds and experiences into their lessons, making learning more relevant and engaging. This specific action is designed to address the following student groups performing at the lowest performance level on the Mathematics indicator district-wide: African American and Hispanic. -Ina Arbuckle Elementary will emphasize culturally responsive practices for Hispanic students who performed at the lowest performance level for the suspension indicator.		
1.2	Professional Development	The district is committed to its teachers' continuous professional development (PD). It offers a wide range of PD opportunities focused on research- and evidence-based strategies to support the implementation of California State Standards and to meet student needs. These include Mathematical Practices, NGSS implementation, Social and Emotional Learning (SEL), Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), Collaborative Teams, and Technology Integration Workshops. The district also supports the professional growth of its staff through conference attendance, new-teacher PD, and teacher induction support for district initiatives and curriculum, Leadership Academy, and professional development for aspiring administrators and classified management. New teachers receive targeted support through partnerships with teacher mentors and Riverside County Office of Education's Center for Teacher Innovation (CTI) Induction Program. In addition, teachers are provided ongoing opportunities to self-select professional development focused on instructional strategies for English learners, including Quality Teaching for English Learners (QTEL) training to strengthen ELA and Math instruction and increase access to rigorous academic content for English learners. 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	$1,063,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes, and adapt to changing funding conditions. Their responsibilities include Data Dashboard analysis, educational partner engagement, and program monitoring for Differentiated Assistance, Comprehensive Support and Improvement (CSI), and Additional Comprehensive Support and Improvement (ATSI) in a Continuous Improvement process. They also provide training to build internal capacity for districtwide professional development. The district recognizes the unique challenges faced by foster youth and students with disabilities and is committed to providing specific training and resources to educators to ensure these students' academic and social-emotional needs are met. Learning Recovery Emergency Block Grant funds ($364,117) will be used to support a Teacher on Special Assignment, Professional Development, and additional substitute teacher release time for professional development. This will be monitored using metrics 1.5 and 1.6. Required actions based on student performance from baseline data: -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.		

Action #	Title	Description	Total Funds	Contributing
		-We will provide training to our teachers and staff to understand the impact of trauma on learning for our Foster Youth, who are eligible for Differentiated Assistance. This action will help address the schools and student groups that were very low (red) on CAASPP ELA (Metric 1.5) and CAASPP Math (Metric 1.6). It will also help address the students with disabilities group that was eligible for Differentiated Assistance in ELA and Math.		
1.3	Visual and Performing Arts (VAPA)	Students will have access to a well-rounded arts education experience designed to enhance their learning and creative expression. This includes the Pacific Avenue Academy of Music (PAAM), which will be fully staffed with music teachers, receive professional development opportunities, and have funds to maintain the program. An Elementary Music Program will provide band teachers, music supplies, and a recorder program for 3rd graders to introduce them to music. Additionally, a secondary string program with a dedicated teacher will be available. Funding will support musical supplies and instruments, including repairs and replacements. Finally, site-based VAPA enrichment programs will receive support, expanding art, choir, and theatre opportunities.	$7,027,944.00	Yes
1.4	Education and Information Technology	Students will receive support for the Digital Gateway 1:1 initiative through enhanced technology training and administrative assistance, ensuring seamless technology integration in classrooms and libraries. Elementary students will benefit from organized library, textbook, and resource management, expanded maker spaces, Chromebook assistance, and digital tool training. They'll also enjoy innovative literature-inspired maker activities. Secondary students will have access to well-managed textbooks and library systems, promoting easy access to resources and learning spaces.	$3,724,440.00	Yes
1.5	Professional Preparation and Collaboration Time	Professional Preparation and Collaboration time for teacher planning to analyze data, design intervention support, and do lesson planning for standards implementation. The additional 15 minutes of teacher	$3,288,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preparation with the content and focus on supporting expanded California State Standards implementation, curriculum modification, and implementation of collaborative teams. 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. 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)		
1.6	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 Required actions based on student performance from baseline data: -Teachers will provide small group support and offer more targeted feedback. -Smaller classes will allow for more active learning and collaborative projects, enhancing student engagement and deepening understanding.	$13,472,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		
1.7	Elementary Supplemental Supports	Elementary Support Teachers specializing in ELA and math provide targeted interventions within a Multi-Tiered System of Support (MTSS) framework. They use specialized software for intervention, prevention, and diagnostics. 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. 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 further support inclusion. Paraprofessionals receive training in guided reading, differentiation, and behavior strategies. Strategic instructional practices centered on Universal Design for Learning (UDL) ensure that 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. Finally, additional student management support is provided through administrative support days for six elementary sites, Teachers on Special Assignment (Administrative Support) and Assistant Principals, enhancing the overall learning environment at each elementary school. The district prioritizes early identification and targeted interventions for students with disabilities, ensuring they receive the support they need to succeed academically. The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic potential.	$8,254,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Learning Recovery Emergency Block Grant funds ($724,451) will be used to support materials and professional development for Step Up to Writing, in response to the identified academic needs of students in the writing domain. This will be monitored using metrics 1.5 and 1.6. Required actions based on student performance from baseline data: -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. 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).		
1.8	Secondary Supplemental Supports	A tiered approach to academic support and college/career readiness for all secondary students. Multiple Intervention Options: -Targeted Support: Teachers provide extra help in ELA, ELD, and math through various software programs (Read 180/System 44) and online learning platforms.	$3,460,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-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. Additional Opportunities for students beyond the core A-G course offerings: -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. This action provides a comprehensive support system to address diverse student needs and equip them for academic and career success after high school. 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. The district recognizes the potential impact of socioeconomic factors on learning and provides additional resources and targeted interventions to empower low-income students to reach their academic potential. Recognizing the achievement gap for Hispanic and African American students, the district provides targeted interventions and culturally relevant		

Action #	Title	Description	Total Funds	Contributing
		curriculum resources to advance their academic success and close the opportunity gap. Learning Recovery Emergency Block Grant funds ($190,080) will be used to support a Teacher on Special Assignment for Curriculum and Instruction. This will be monitored using metrics 1.5, 1.6, and 1.14. Required actions based on student performance from baseline data: -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. 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 students with disabilities student group that was eligible for Differentiated Assistance in ELA and Math.		
1.9	College and Career Readiness	A comprehensive system of secondary student learning support designed to promote college and career readiness for all students. This includes: Multi-tiered Interventions: Counselors, administrators, and teachers work collaboratively to identify and provide targeted academic and behavioral support based on individual student needs. Career Technical Education (CTE): Students have access to 26 CTE pathways across 11 industry sectors, including dual-enrollment opportunities, professional development, and resources to foster career exploration and skills development.	$10,447,727.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College and Career Readiness Focus: -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 ($1,353,015) 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. Advanced Placement (AP) Expansion: The number of AP courses will be expanded, teacher training will be provided, testing support will be increased, and the AP Capstone Program will be expanded to provide more students with the opportunity for college-level coursework. Required action based on student performance from baseline data: -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. This action will help address the schools and student groups with very low CCI status (Metric 1.20).		

Action #	Title	Description	Total Funds	Contributing
1.10	Foster Youth and Students Experiencing Homelessness Support Services	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 and early identification protocols 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. Required actions based on student performance from baseline data: -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). 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 previously eligible for Differentiated Assistance in ELA and Math.	$240,090.00	Yes
1.11	English Learner Services	We will provide a comprehensive system to support all English learners with a strong focus on English language acquisition. This includes:	$1,662,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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. 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. Required actions based on student performance from baseline data: -Quality Teaching for English Learners (QTEL) will be strengthened, and instructional leadership around the principles will be further developed to support our English learner students who were at the lowest performance level on the ELPI indicator. -We will implement culturally responsive teaching practices and offer targeted language support for our English Learners who were at the lowest		

Action #	Title	Description	Total Funds	Contributing
		performance level on the Chronic Absenteeism Indicator at the following schools: Camino Real Elementary and Mission Middle.		
1.12	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. 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. 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. 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. Language Acquisition Programs:	$64,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-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. 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.		
1.13	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.	$9,511,358.00	Yes
1.14	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.	$905,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district prioritizes disaggregating assessment data to identify and address the specific learning needs of students experiencing homelessness, ensuring they receive appropriate support and interventions. Required actions based on student performance from baseline data: -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 Valley High, Mira Loma Middle, Pacific Avenue Academy of Music, Rustic Lane Elementary and Sky Country Elementary. 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 students with disabilities and foster youth student group that was eligible for Differentiated Assistance in ELA and Math.		
1.15	School Site Allocation	The school district utilizes the Local Control Funding Formula (LCFF) to determine school site allocations. This formula considers the unduplicated	$6,859,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Safety Protocols:
-Well-developed school safety plans in collaboration with first responders ensure everyone is prepared and knows how to respond in emergencies.

-Campus supervisors and school resource officers help maintain order and address issues before they escalate.
-Technology like GPS systems and cameras on buses enhance safety monitoring.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 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)	0%
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%	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%)	All: 93.2% (+0.4%) English Learners: 93.2% (+0.4%) Foster Youth: 92.1% (-1.2%) Homeless Youth: 86.4% (+1.5%) Students with Disabilities: 91.9% (+0.8%)	All: 95.8% English Learners: 95.8% Foster Youth: 96.3% Homeless Youth: 90.9% Students with Disabilities: 94.1%	All: +0.4% English Learners: +0.4% Foster Youth: -1.2% Homeless Youth: +1.5% Students with Disabilities: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Student Information System March report	Source: Student Information System March report	Source: Student Information System March report	Source: Student Information System March report	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 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	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): -Homeless Youth: 55.8% (-5.8%) chronically absent Schools 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): -Homeless Youth: 35.4% (-26.1%) chronically absent Schools with Very High (Red) Indicator in baseline 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 Schools with Very High (Red) Indicator: Camino Real Elementary -All Students: 19.6% chronically absent	All Students: -8.09% -Socioeconomically Disadvantaged: -8.0% -English Learners: -9.4% -Foster Youth: -14.7% District student groups with Very High (Red) Indicator in baseline school year (2023-24): -Homeless Youth: -14.7% Schools with Very High (Red) Indicator in baseline school year (2023-24): Camino Real Elementary -All Students: -12.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Asian Students: 25.7% chronically absent -White Students: 28.5% chronically absent Del Sol Academy -English Learners: 43.3% chronically absent -Students with Disabilities: 48.1% chronically absent -Two or More Races: 30.6% chronically absent Granite Hill Elementary -Students with Disabilities: 36.8% chronically absent Ina Arbuckle Elementary -Students with Disabilities: 38.5% chronically absent Indian Hills Elementary -Socioeconomically Disadvantaged Students: 34.5% chronically absent -Students with Disabilities: 25.6% chronically absent Jurupa Middle	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 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 Granite Hill Elementary	Camino Real Elementary -All Students: 15.9% (-12.7%) chronically absent (Yellow) -Socioeconomically Disadvantaged: 21.2% (-15.4%) chronically absent -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: 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	-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: 34.3% chronically absent -Students with Disabilities: 39.1% chronically absent -Two or More Races: 21.6% chronically absent Granite Hill Elementary -Students with Disabilities: 27.8% chronically absent Ina Arbuckle Elementary -Students with Disabilities: 29.5% chronically absent	-Socioeconomically Disadvantaged: -15.4% -English Learners: -11.0% -Asian Students: -16.3% -White Students: -12.9% Del Sol Academy -English Learners: -13.2% -Students with Disabilities:-14.5% -Two or More Races: -17.6% Granite Hill Elementary -Students with Disabilities: -8.0% Ina Arbuckle Elementary -Students with Disabilities: -10.7% Indian Hills Elementary -Socioeconomically Disadvantaged Students: -13.1% -Students with Disabilities: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White Students: 35.3% chronically absent Mission Middle -English Learners: 38.3% chronically absent Peralta Elementary -Students with Disabilities: 42.2% chronically absent Stone Avenue Elementary -White Students: 33.8% chronically absent Source: Fall 2023 California School Dashboard	-Students with Disabilities: 18.4% (-18.4%) chronically absent Ina Arbuckle Elementary -Students with Disabilities: 25.5% (-13.0%) chronically absent Indian Hills Elementary -Socioeconomically Disadvantaged Students: 24.1% (-10.4%) chronically absent -Students with Disabilities: 27.7% (+2.1%) chronically absent Jurupa Middle -White Students: 27.6% (-7.7%) chronically absent Mission Middle -English Learners: 34.0% (-4.3%) chronically absent Peralta Elementary	-Students with Disabilities: 28.8% (-8%) chronically absent Ina Arbuckle Elementary -Students with Disabilities: 27.8% (-10.7%) chronically absent Indian Hills Elementary -Socioeconomically Disadvantaged Students: 21.4% (-13.1%) chronically absent -Students with Disabilities: 24.5% (-1.1%) chronically absent Jurupa Middle -White Students: 23% (-12.3%) chronically absent Mission Middle -English Learners: 31.7% (-6.6%) chronically absent Peralta Elementary	Indian Hills Elementary -Socioeconomically Disadvantaged Students: 25.5% chronically absent -Students with Disabilities: 16.6% chronically absent Jurupa Middle -White Students: 26.3% chronically absent Mission Middle -English Learners: 29.3% chronically absent Peralta Elementary -Students with Disabilities: 33.2% chronically absent Stone Avenue Elementary -White Students: 24.8% chronically absent Source: Fall 2026 California School Dashboard	Jurupa Middle -White Students: -12.3% Mission Middle -English Learners: -6.6% Peralta Elementary -Students with Disabilities: -20.3% Stone Avenue Elementary -White Students: -14.4% Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 24.1% (-18.1%) chronically absent Stone Avenue Elementary -White Students: 27.1% (-5.0%) chronically absent Source: Fall 2024 California School Dashboard	-Students with Disabilities: 21.9% (-20.3%) chronically absent Stone Avenue Elementary -White Students: 19.4% (-14.4%) chronically absent Source: Fall 2025 California School Dashboard		
2.4	Middle School Dropout Rate	1 Year Dropouts Reported: 11 students (0.4%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 6 students (0.2%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 5 students (0.2%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 0 students (0.0%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: -0.2% Source: Fall 1 Certified CALPADS Report 1.24
2.5	High School Dropout Rate	1 Year Dropouts Reported: 108 students (1.9%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 55 students (0.9%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 71 students (1.3%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: 57 students (1.0%) Source: Fall 1 Certified CALPADS Report 1.24	1 Year Dropouts Reported: -0.6% Source: Fall 1 Certified CALPADS Report 1.24
2.6	Pupil Suspension Rates	All Students: 2.7% suspended at least one day (Yellow) -Socioeconomically Disadvantaged: 3.0% suspended at least one day	All Students: 2.3% (-0.4%) suspended at least one day (Green) -Socioeconomically Disadvantaged:	All Students: 2.3% (-0.4%) suspended at least one day (Green) -Socioeconomically Disadvantaged:	All Students: 1.8% suspended at least one day (Green) -Socioeconomically Disadvantaged:	All Students: -0.4% -Socioeconomically Disadvantaged: -0.5% -English Learner: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-English Learner: 2.6% suspended at least one day -Foster Youth: 6.8% suspended at least one day -Homeless Youth: 4.2% suspended at least one day District student groups with Very High (Red) Indicator: -American Indian or Alaska Native: 9.5% suspended at least one day Schools with Very High (Red) Indicator: Ina Arbuckle Elementary: -All Students: 4.0% suspended at least one day -Socioeconomically Disadvantaged: 4.1% suspended at least one day -Hispanic Students: 3.8% suspended at least one day Source: Fall 2023 California School Dashboard	2.7% (-0.3%) suspended at least one day -English Learner: 2.3% (-0.3%) suspended at least one day -Foster Youth: 7.3% (+0.5%) suspended at least one day -Homeless Youth: 1.9% (-2.3%) suspended at least one day District student groups with Very High (Red) Indicator last school year (2023-24): -American Indian or Alaska Native: 4.8% (-4.8%) suspended at least one day Schools with Very High (Red) Indicator last school year (2023-24): Ina Arbuckle Elementary:	2.5% (-0.5%) suspended at least one day -English Learner: 2.6% (-0%) suspended at least one day -Foster Youth: 4.2% (-2.6%) suspended at least one day -Homeless Youth: 2.2% (-2%) suspended at least one day District student groups with Very High (Red) Indicator on baseline year (2023-24): -American Indian or Alaska Native: 2.4% (-7.1%) suspended at least one day Schools with Very High (Red) Indicator on baseline year (2023-24): Ina Arbuckle Elementary:	2.1% suspended at least one day -English Learner: 1.7% suspended at least one day -Foster Youth: 4.5% suspended at least one day --Homeless Youth: 3.3% suspended at least one day District student groups with Very High (Red) Indicator: -American Indian or Alaska Native: 4.5% suspended at least one day Schools with Very High (Red) Indicator: Ina Arbuckle Elementary: -All Students: 3.1% suspended at least one day -Socioeconomically Disadvantaged: 3.2% suspended at least one day -Hispanic Students: 2.9%	-Foster Youth: -2.6% -Homeless Youth: -2.0% District student groups with Very High (Red) Indicator in baseline school year (2023-24): -American Indian or Alaska Native: -7.1% Schools with Very High (Red) Indicator in baseline school year (2023-24): Ina Arbuckle Elementary: -All Students: -1.8% -Socioeconomically Disadvantaged: -2.2% -Hispanic Students: -1.6% Source: Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-All Students: 0.7% (-3.3%) suspended at least one day -Socioeconomically Disadvantaged: 0.7% (-3.4%) suspended at least one day -Hispanic Students: 0.7% (-3.1%) suspended at least one day Source: Fall 2024 California School Dashboard	-All Students: 2.2% (-1.8%) suspended at least one day (Orange) -Socioeconomically Disadvantaged: 1.9% (-2.2%) suspended at least one day -Hispanic Students: 2.2% (-1.6%) suspended at least one day Source: Fall 2025 California School Dashboard	suspended at least one day Source: Fall 2026 California School Dashboard	
2.7	Pupil Expulsion Rates	All Students: 59 Students (0.30%) -Socioeconomically Disadvantaged: 55 Students (0.3%) -English Learner: 21 Students (0.4%) -Foster Youth: 2 Students (1.0%) -Homeless Youth: 3 Students (1.4%) Source: DataQuest Report 2022-23 Expulsion Rate	All Students: 32 Students (0.20%) -Socioeconomically Disadvantaged: 31 Students (0.2%) -English Learner: 8 Students (0.1%) -Foster Youth: 0 Students (0%) -Homeless Youth: 0 Students (0%) Source: DataQuest Report 2023-24 Expulsion Rate	All Students: 32 Students (0.2%) -Socioeconomically Disadvantaged: 31 Students (0.2%) -English Learner: 9 Students (0.2%) -Foster Youth: 2 Students (0.9%) -Homeless Youth: 1 Students (0.4%) Source: DataQuest Report 2024-25 Expulsion Rate	All Students: 30 Students (0.15%) -Socioeconomically Disadvantaged: 28 Students (0.15%) -English Learner: 11 Students (0.2%) -Foster Youth: 0 Students (0.0%) -Homeless Youth: 0 Students (0.0%) Source: DataQuest Report 2025-26 Expulsion Rate	All Students: 27 students (-0.10%) -Socioeconomically Disadvantaged: 24 students (-0.10%) -English Learner: 12 students (-0.20%) -Foster Youth: 2 students (-0.10%) -Homeless Youth: 2 students (-1.0%) Source: DataQuest Report 2024-25 Expulsion Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Climate Survey: School Safety	How safe do you feel when you are at school? (6th Grade) No, never: 6% Yes, some of the time: 25% Yes, most of the time: 44% Yes, all of the time: 24% Perceived Safety at School Grade 7: -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%) Grade 9: -Very Safe: 13% (EL: 12%, FY: 11%) -Safe: 43% (EL: 38%, FY: 43%) -Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) -Unsafe: 3% (EL: 1%, FY: 6%)	**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.** Grades 3 - 6: 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. -Grade 3: 52% -Grade 4: 57% -Grade 5: 60% -Grade 6: 59% Grades 7 - 12: 51% responded favorably to their perception of school safety (+2% from Spring 2024). 49% of English Learner students responded	**The California Healthy Kids Survey is administered once every 2 years. The results used for 2025-26 will be from the Panorama student surveys.** Grades 3 - 6: 60% responded favorably to their perception of school safety (+7% from Spring 2024). 55% of English Learner students responded favorably to their perception of school safety. -Grade 3: 56% -Grade 4: 59% -Grade 5: 60% -Grade 6: 62% Grades 7 - 12: 56% responded favorably to their perception of school safety (+7% from Spring 2024). 49% of English Learner students responded	How safe do you feel when you are at school? (6th Grade) No, never: 3% Yes, some of the time: 22% Yes, most of the time: 47% Yes, all of the time: 27% Perceived Safety at School Grade 7: -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%) Grade 9: -Very Safe: 15% (EL: 14%, FY: 13%) -Safe: 44% (EL: 39%, FY: 44%)	Survey instruments changed from the baseline year to Year 2. Results reflect the change from Year 1 to Year 2: Perception of School Safety: Grades 3-6 Overall: +3% Grade 3: +4% Grade 4: +2% Grade 5: 0% Grade 6: +3% Perception of School Safety: Grades 7-12 Overall: +5% Grade 7: +4% Grade 8: +2% Grade 9: +4% Grade 10: +7% Grade 11: +11% Grade 12: +3% Source: Winter 2025/26 Panorama Student Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Very unsafe: 4% (EL: 5%, FY: 9%) Grade 11: -Very Safe: 13% (EL: 9%, FY: 14%) -Safe: 48% (EL: 48%, FY: 36%) -Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) -Unsafe: 3% (EL: 1%, FY: 0%) -Very unsafe: 1% (EL: 1%, FY: 4%) Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	favorably to their perception of school safety. -Grade 7: 49% -Grade 8: 51% -Grade 9: 54% -Grade 10: 52% -Grade 11: 49% -Grade 12: 53% Source: Winter 2024 Panorama Student Survey	favorably to their perception of school safety. -Grade 7: 53% -Grade 8: 53% -Grade 9: 58% -Grade 10: 59% -Grade 11: 60% -Grade 12: 56% Source: Winter 2025/26 Panorama Student Survey	-Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) -Unsafe: 2% (EL: 1%, FY: 6%) -Very unsafe: 2% (EL: 2%, FY: 6%) Grade 11: -Very Safe: 15% (EL: 11%, FY: 16%) -Safe: 48% (EL: 48%, FY: 36%) -Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) -Unsafe: 1% (EL: 0%, FY: 0%) -Very unsafe: 1% (EL: 0%, FY: 3%) Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	
2.9	School Climate Survey: School Connectedness	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 66% Grade 7: 53% -English Learner: 52%	**The California Healthy Kids Survey is administered once every 2 years. The results used for	**The California Healthy Kids Survey is administered once every 2 years. The results used for	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 76% Grade 7: 63%	Survey instruments changed from the baseline year to Year 2. Results reflect the change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Foster Youth: 53% Grade 9: 49% -English Learner: 52% -Foster Youth: 42% Grade 11: 55% -English Learner: 52% -Foster Youth: 46% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	2024-25 will be from the Panorama student surveys.** 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. -Grade 3: 59% -Grade 4: 56% -Grade 5: 51% -Grade 6: 47% 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	2025-26 will be from the Panorama student surveys.** Grades 3 - 6: 54% responded favorably to their perception of a sense of belonging (-6% from Spring 2024). 54% of English Learner students responded favorably to their perception of a sense of belonging. -Grade 3: 61% -Grade 4: 54% -Grade 5: 54% -Grade 6: 48% Grades 7 - 12: 40% responded favorably to their perception of a sense of belonging (+7% from Spring 2024). 40% of English Learner students responded favorably to their perception of a	-English Learner: 62% -Foster Youth: 63% Grade 9: 59% -English Learner: 62% -Foster Youth: 52% Grade 11: 65% -English Learner: 62% -Foster Youth: 56% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	from Year 1 to Year 2: Perception of School Connectedness: Grades 3-6 Overall: +1% Grade 3: +2% Grade 4: -2% Grade 5: +3% Grade 6: +1% Perception of School Connectedness: Grades 7-12 Overall: +2% Grade 7: +3% Grade 8: +2% Grade 9: +2% Grade 10: +1% Grade 11: +5% Grade 12: +2% Source: Winter 2025/26 Panorama Student Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			sense of belonging. -Grade 7: 40% -Grade 8: 39% -Grade 9: 38% -Grade 10: 36% -Grade 11: 36% -Grade 12: 41% Source: Winter 2024 Panorama Student Survey	sense of belonging. -Grade 7: 43% -Grade 8: 41% -Grade 9: 40% -Grade 10: 37% -Grade 11: 41% -Grade 12: 43% Source: Winter 2025/26 Panorama Student Survey		
2.10	School Climate Survey: Caring Adult Relationships	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" Grade 6: 67% Grade 7: 57% Grade 9: 51% Grade 11: 59% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	**The California Healthy Kids Survey is administered once every 2 years. The results used for 2024-25 will be from the Panorama student surveys.** 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-	**The California Healthy Kids Survey is administered once every 2 years. The results used for 2025-26 will be from the Panorama student surveys.** Grades 3 - 6: 65% responded favorably to their perception of strong teacher-student relationships (-5% from Spring 2024). 64% of English Learner students responded favorably on their perception of strong teacher-	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" Grade 6: 77% Grade 7: 67% Grade 9: 61% Grade 11: 69% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	Survey instruments changed from the baseline year to Year 2. Results reflect the change from Year 1 to Year 2: Perception of Teacher-Student Relationships: Grades 3-6 Overall: +0% Grade 3: -7% Grade 4: -2% Grade 5: +3% Grade 6: +6% Perception of Teacher-Student Relationships: Grades 7-12 Overall: +2% Grade 7: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student relationships. -Grade 3: 70% -Grade 4: 68% -Grade 5: 66% -Grade 6: 58% 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. -Grade 7: 48% -Grade 8: 44% -Grade 9: 44% -Grade 10: 43% -Grade 11: 46% -Grade 12: 52% Source: Winter 2024 Panorama Student Survey	student relationships. -Grade 3: 63% -Grade 4: 66% -Grade 5: 69% -Grade 6: 64% Grades 7 - 12: 48% responded favorably to their perception of strong teacher-student relationships (+3% from Spring 2024). 48% of English Learner students responded favorably to their perception of strong teacher-student relationships. -Grade 7: 49% -Grade 8: 45% -Grade 9: 47% -Grade 10: 46% -Grade 11: 52% -Grade 12: 55% Source: Winter 2025/26 Panorama Student Survey		Grade 8: +1% Grade 9: +3% Grade 10: +3% Grade 11: +6% Grade 12: +3% Source: Winter 2025/26 Panorama Student Survey

Goal Analysis [2025-26]

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

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

Overall, Goal 2 actions were substantially implemented as planned during the 2025–26 school year. The district continued to expand systems and services designed to maintain safe learning environments, strengthen student connectedness, increase access to behavioral and mental health supports, and provide students with opportunities to participate in school-based extracurricular programs that foster engagement and belonging. Implementation successes included expanded transportation access, robust Multi-Tiered System of Supports (MTSS), increased student participation in athletics and intramural programs, and strengthened safety systems and wellness supports across school sites. Challenges primarily involved coordinating staffing, transportation logistics, and scheduling demands associated with expanded student programs and services.

Action 2.1: Supplemental Transportation was implemented as planned and successfully supported student access to school and extracurricular opportunities through 19 home-to-school transportation routes, in addition to field trips and athletic excursions that covered more than 500,000 miles during the year. Transportation services increased student access to consistent school attendance, extracurricular participation, and school-connected activities because reliable transportation reduced barriers that may otherwise prevent students from participating fully in school programs. The district also continued partnerships that expanded transportation access for students and families, including the Riverside Transit Agency Youth Ride Free program, which was extended through December 31, 2026. In addition, the Transportation Department continued to provide mandated Bus Safety and Emergency Evacuation Procedures training for all students in pre-kindergarten through eighth grade to ensure students understood emergency response procedures and safe transportation expectations.

Action 2.2: Multi-Tiered System of Supports (MTSS) was implemented through a comprehensive system of academic, behavioral, social-emotional, and wellness supports across all school sites. District staff continued implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), Social-Emotional Learning (SEL), Student Study Teams (SST), Inclusive Practices, and Emotional and Community Wellness supports. MTSS Teachers on Special Assignment (TOSAs) and Behavioral Health Peer Specialists provided bullying prevention lessons at elementary schools four times annually to help students recognize, prevent, and report bullying behaviors while promoting respectful peer interactions. Staff also participated in PBIS training focused on proactive behavioral supports and student self-regulation strategies to reduce reliance on reactive disciplinary responses.

The district continued implementation of restorative approaches through programs such as Youth Court, which provided students with opportunities to reflect on behavior, repair harm, and rebuild peer relationships through restorative interventions rather than exclusionary discipline practices. Expanded academic interventions included the Extended Learning Opportunity (ELO) Program, which provided targeted academic support to more than 1,100 students across elementary, middle, and comprehensive high schools. District staff utilized NWEA MAP assessment data to identify students needing additional academic support and provide timely interventions aligned to individual student learning needs.

Additional intensive supports were provided through evidence-informed wellness programs, including Bounce Back and CBITS (Cognitive Behavioral Intervention for Trauma in Schools), which supported students experiencing stress or trauma by teaching coping strategies designed to improve emotional regulation and classroom engagement. School Attendance Teams at each site analyzed attendance data and provided tailored interventions that addressed barriers such as transportation, housing instability, or health concerns in order to reconnect students and families to school. Certified Wellness Coaches also expanded direct prevention and intervention services for students through mentoring, care coordination, and social-emotional support services. Implementation challenges primarily involved balancing the increased demand for behavioral health and intervention services with staffing capacity across multiple sites.

Action 2.3: Athletics Program was largely implemented as planned and expanded opportunities for student participation, school connectedness, teamwork, and leadership development through both competitive athletics and intramural programs. District athletic programs experienced strong participation and several notable accomplishments during the year, including CIF playoff participation in football and volleyball, expanded water polo competitions, and successful district intramural soccer, volleyball, and basketball programs. Intramural athletics continued to grow with the district goal of increasing participation opportunities at all school sites.

The district also expanded after-school athletic opportunities through partnerships with organizations such as Think Together and LA84, which supported middle school flag football programming. In addition, students participated in the district's Winter Esports Tournament, providing alternative extracurricular engagement opportunities that promoted teamwork, communication, and school pride. These athletics and extracurricular opportunities increased student engagement and sense of belonging because students were provided structured opportunities to build positive peer relationships, develop leadership skills, and strengthen connections to school. Challenges during implementation included coordinating staffing assignments, transportation schedules, and supervision needs for expanding intramural and after-school programs.

Action 2.4: Student Wellness and Safety was implemented through continued expansion of districtwide safety systems, wellness supports, staff training, and proactive risk management practices. Monthly Crisis Prevention Institute (CPI) professional development sessions were provided for teachers, Behavioral Health Associates, and support staff to strengthen de-escalation strategies, trauma-informed practices, and safe classroom management approaches. The district also launched the Incident IQ platform to streamline maintenance, technology, and safety-related requests, allowing schools to address facility and operational concerns more efficiently.

Risk Management staff continued to provide comprehensive safety training for district employees, including CPR and First Aid certification opportunities and site-based emergency preparedness guidance. Maintenance and Operations staff, including 96 custodians, maintained clean, functional, and safe facilities through ongoing campus maintenance and facility improvement projects.

Student wellness supports are expanded through Behavioral Health Peer Specialists, Wellness Coaches, and Student Attendant Aides who received ongoing specialized training to support students with behavioral, emotional, and social-emotional needs. Restorative Practices, including Youth Court, continued to provide alternatives to exclusionary discipline by emphasizing accountability, relationship-building, and community restoration.

The district also strengthened proactive safety protocols through cybersecurity awareness training, upgraded network firewall protections, annual transportation safety training, and site-based planning during periods of community concern. Collaboration with local safety agencies additionally supported Career Technical Education (CTE) career exploration opportunities for students interested in public safety professions. Overall, implementation of these systems strengthened school safety and student wellness supports because staff received ongoing training, students had increased access to integrated care and behavioral supports, and schools maintained coordinated systems for responding to safety and wellness needs.

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

We define a material difference as an estimated actual expenditure that is 20% greater or 20% less than the planned expenditure for an individual action. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 2.2 (Multi-Tiered System of Supports), 2.3 (Athletics Program), and 2.4 (Student Wellness and Safety). Action 2.1 (Supplemental Transportation) reflected a material difference because home-to-school transportation reimbursement revenues were lower than originally projected, resulting in higher net estimated actual expenditures than anticipated. Despite this variance, transportation services for unduplicated pupils were implemented substantially as planned.

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

Action 2.1 (Supplemental Transportation) was effective, as demonstrated by a 8.0% decrease in the percentage of chronically absent students, as measured by metric 2.3.

Action 2.2 (Multi-Tiered System of Supports) was effective, as demonstrated by a 0.4% decrease in the percentage of students suspended, as measured by metric 2.6.

Action 2.3 (Athletics Program) was effective, as demonstrated by a 7% increase in students' sense of belonging among the 7-12 grade students year-over-year from Spring 2024 to Spring 2026, as measured by the Panorama Student Supports & Environment survey (metric 2.9)

Action 2.4 (Student Wellness and Safety) was effective, as demonstrated by a 7% increase in grades 3-6 and a 7% increase in grades 7-12 for school safety, as measured by the Panorama Students Supports & Environment survey (metric 2.8).

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

Action 2.2 (Multi-Tiered System of Supports) will be revised to reflect the transition from Panorama Student Survey to a district-developed Student SEL & Climate survey. The Equity Committee will be renamed the Equity, Access, and Inclusion Committee to align with the work to support equity and inclusion. 3 FTE Teachers on Special Assignment-Student Management and Accountability will be reduced to 2 FTE. The Columbia Suicide Screener and Postvention System and Supports will be added as a Tier 2 sub-action. A Tier 1 social determinant health screener pilot will be added. The site-based attendance teams will be modified to reflect a focus on aggregated attendance data and response to data for Students with Disabilities student group as a result of this student group being identified for Differentiated Assistance based on the Fall 2025 California Dashboard. In addition, 5 Teachers on Special Assignment-Multi-Tiered System of Support positions and professional development for Universal Design for Learning (UDL) will be added and funded through Learning Recovery Emergency Block Grant funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. 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.	$2,143,455.00	Yes
2.2	Multi-Tiered System of Supports	Tier 1 Interventions: These are universal interventions implemented school-wide for all students. They include: 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. Student Social Emotional Learning & Climate Survey for TK-12 - support for student SEL, attendance, behavior, and academics	$2,409,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
		9. Support equity and inclusion of students through the Equity, Access, and Inclusion committee 10. District and site-based attendance teams, and each attendance team will aggregate data by student group with a specific focus on responding to data with supports for Students with Disabilities as a result of their very low performance on the Chronic Absenteeism indicator on the Fall 2025 California Dashboard. 11. Student Peer Leadership training 12. Supplemental costs are to allow consistent resident substitutes at sites to support student connectedness. 13. 2.0 Teachers on Special Assignments - Student Management and Accountability at Mira Loma Middle School and Rubidoux High School. 14. Professional Development for Universal Design for Learning (UDL) to support more inclusive learning using Learning Recovery Emergency Block Grant funds, and will be monitored using metric 2.6. Tier 2 and 3 Interventions: These are targeted interventions for students needing additional support beyond Tier 1. They include: 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 and Riverside University Health System - Public Health partnership for MTSS Tiered Support 6. Student Youth Court and Restorative Practices: providing training and materials to students, utilizing case management software for support services, supplying necessary materials, and training volunteers to serve as peer mediators at each school site, all aimed at expanding alternatives to suspension and expulsion. 7. The use of the Columbia Protocol to support suicide risk screening and implement a postvention model.		

Action #	Title	Description	Total Funds	Contributing
		8. Five Teachers on Special Assignment - Multi-Tiered System of Supports funded using Learning Recovery Emergency Block Grant funds and will be monitored using metric 2.6. 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. Learning Recovery Emergency Block Grant funds ($1,187,594) will be used to support professional development for Universal Design for Learning (UDL) and five Teachers on Special Assignment: Multi-Tiered System of Supports to support more inclusive learning. These will be monitored using metric 2.6. By implementing Tier 1 interventions like restorative practices and Positive Behavior Intervention and Support (PBIS), the district can address student behavior proactively, focusing on conflict resolution and positive reinforcement. This approach can be particularly helpful for American Indian students who may benefit from alternative methods of addressing behavioral issues compared to traditional disciplinary actions. Required actions based on student performance from baseline data: -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		

Action #	Title	Description	Total Funds	Contributing
		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. -Further emphasis will be placed on ensuring Individualized Education Plans (IEPs) address attendance concerns to support Students with Disabilities who were in the lowest performance level on the Chronic Absenteeism indicator. -Attendance data will be disaggregated by all attendance teams across the district homeless youth due to homeless youth being in the lowest performance level on the Chronic Absenteeism indicator and will be disaggregated by the following student groups at specific school sites due to the lowest performance level on the Chronic Absenteeism Indicator: Socioeconomically Disadvantaged (Camino Real Elementary, Indian Hills Elementary), English Learners (Camino Real Elementary, Del Sol Academy, and Mission Middle), Asian (Camino Real Elementary), White (Camino Real Elementary, Jurupa Middle, and Stone Avenue Elementary), Students with Disabilities (Del Sol Academy, Granite Hill Elementary, Ina Arbuckle Elementary, Indian Hills Elementary, and Peralta Elementary), and Multiple Races (Del Sol Academy). -We will conduct a root cause analysis to identify factors contributing to disproportionate suspensions and will further enhance PBIS implementation at Ina Arbuckle Elementary due to their lowest performance level on the Suspension Indicator and a specific focus on socioeconomically disadvantaged and Hispanic students at Ina Arbuckle Elementary who were in the lowest performance level on the suspension indicator.		
2.3	Athletics Program	Athletics programs provide additional support to build student's social-emotional and character development skills and capacity in an athletic context. 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	$2,005,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Assistant Coaching positions per high school 6. Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities		
2.4	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 emergency response plan, conduct threat assessments, and coordinate supplemental emergency supplies. Safety support for a single-entry point includes the Raptor visitor management system, implemented at each school, which screens every visitor instantly. Additional staffing to support safe school campuses includes an 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 behavior. 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 Sheriff's 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	$7,391,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		10. Certificated Site Safe Coordinators training with the Sheriff's Department, Riverside County Emergency Management (EMD), and the City of Jurupa Valley CERT liaison Behavioral Health services, including counseling and case management, rehabilitative services, and peer support, are provided to all students. Health Care Aides (HCAs) are at every site to support parent and student referrals and access to health and immunization support. They serve as liaisons, connecting 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.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Beyond the Classroom:

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts to seek parent input in decision-making LCFF Priority 3	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	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	Unchanged
3.2	Efforts to seek parent input in decision-making for unduplicated pupils (Socioeconomically	Rate the LEA's progress in providing all families with opportunities to provide input on policies and	Rate the LEA's progress in providing all families with opportunities to	Rate the LEA's progress in providing all families with opportunities to	Rate the LEA's progress in providing all families with opportunities to	Unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged, English Learner, Foster Youth) LCFF Priority 3	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	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	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	provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	
3.3	Efforts to seek parent input in decision-making for individuals with exceptional needs. LCFF Priority 3	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability Source: Local Indicator Priority 3 Self-Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5 – Full Implementation and Sustainability	Unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Local Indicator Priority 3 Self-Reflection Tool	Source: Local Indicator Priority 3 Self-Reflection Tool	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	Overall: +8.5% Source: 2025-26 District LCAP Parent Survey, December 2025 **The CalSCHLS survey is no longer administered to parents**
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%	The percentage of staff responded favorably to the question, "My school encourages parental involvement (engagement events,	The percentage of staff responded favorably to the question, "My school encourages parental involvement (engagement events,	The percentage of staff who strongly agree or agree that "this school is welcoming to and facilitates parent involvement" 96%	Overall: +0.71% Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no longer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	volunteerism, etc.)." Overall: 91.9% Elementary: 94.9% Middle: 89.6% High: 85.9% Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to staff**	volunteerism, etc.)." Overall: 93.7% Elementary: 95.9% Middle: 90.4% High: 89.1% Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no longer administered to staff**	Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	administered to staff**
3.6	Parent & Family Engagement: District LCAP Parent Survey LCFF Priority 3	The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class." Overall: 82% Parent of Low-Income Student: 81% Parent of English Learner: 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents responded favorably to the question, "Teachers communicate with parents about what students are expected to learn in class." Overall: 89.8% Elementary: 94.2% Middle: 78.3% High: 76.1% Source: 2024-25 District LCAP Parent Survey, December 2024 **The CalSCHLS	The percentage of parents responded favorably to the question, "Teachers communicate with parents about what students are expected to learn in class." Overall: 92.1% Elementary: 94.3% Middle: 87.5% High: 81.9% Source: 2025-26 District LCAP Parent Survey, December 2025 **The CalSCHLS	The percentage of parents who strongly agree or agree that "teachers communicate with parents about what students are expected to learn in class." 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	Overall: +10.1% Source: 2025-26 District LCAP Parent Survey, December 2025 **The CalSCHLS survey is no longer administered to parents**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			survey is no longer administered to parents**	survey is no longer administered to parents**		
3.7	Parent & Family Engagement: District LCAP Staff Survey LCFF Priority 3	The percentage of staff who strongly agree or agree that "teachers at this school communicate with parents about what their children are expected to learn in class." 92% 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 effectively communicates with parents/guardians regarding student progress." Overall: 91.2% Elementary: 93.1% Middle: 91.8% High: 86.2% Source: 2024-25 District LCAP Staff Survey, December 2024 **The CalSCHLS survey is no longer administered to staff**	The percentage of staff responded favorably to the question, "My school effectively communicates with parents/guardians regarding student progress." Overall: 90.8% Elementary: 91.8% Middle: 92.2% High: 87.1% Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no longer administered to staff**	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." 95% Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2027	Overall: -1.2% Source: 2025-26 District LCAP Staff Survey, December 2025 **The CalSCHLS survey is no 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	14% of parents interacted with district and school-based communication Communication Distribution: -83 District Posts -1,334 School Posts	14% of parents interacted with district and school-based communication Communication Distribution: -59 District Posts -1,734 School Posts	40% of parents interacted with district and school-based communication Communication Distribution: -83 District Posts -2,000 School Posts	+5% of parents interacted with district and school-based communication Communication Distribution: -+0 District Posts -+622 School Posts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Year-to-Date, December 2023, ParentSquare	-1,562 Class Posts -235 Group Posts Source: Year-to-Date, January 2025, ParentSquare	-1,401 Class Posts -176 Group Posts Source: Year-to-Date, January 2026, ParentSquare	-3,000 Class Posts -400 Group Posts Source: Year-to-Date, December 2026, ParentSquare	-(-138) Class Posts -(-81) Group Posts Source: Year-to-Date, January 2026, ParentSquare

Goal Analysis [2025-26]

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

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

During the implementation of Goal 3, the District expanded opportunities for parent engagement, community partnership, communication outreach, and family support services through coordinated efforts across multiple departments and school sites. Planned actions were implemented substantially as intended, with an emphasis on increasing meaningful family participation, improving communication accessibility, strengthening community partnerships, and providing resources that support student success and family connectedness.

Under Action 3.1, the District implemented several initiatives designed to strengthen relationships between schools, families, and the community. Human Resources coordinators facilitated customer service professional development for school secretaries and office staff focused on real-world scenarios and strategies for maintaining welcoming and responsive school environments during high-volume activities and daily operations. These trainings supported improved interactions with families because office staff developed strategies to prioritize responsiveness, communication, and customer service during school events and routine parent interactions.

School sites also expanded family academic engagement opportunities. For example, Sky Country Elementary hosted interactive Math Nights that provided parents with instructional strategies and hands-on learning experiences related to multiplication, fractions, and grade-level mathematics standards. Families participated alongside students and received tools to support learning at home. These activities strengthened home-to-school academic connections because parents gained greater confidence in supporting mathematics instruction outside of the classroom.

The District continued to strengthen parent leadership opportunities through the District Advisory Council (DAC), which included parent representatives from each school site. DAC meetings provided opportunities for parents to review district priorities, provide input regarding programs and services, and participate in discussions regarding the allocation of district resources supporting student achievement. In addition, Fiscal Services staff facilitated PTA/PTO Booster Workshops to support parent organizations with financial procedures, internal controls, and district expectations regarding fundraising and stewardship of funds raised to benefit students and school programs.

Under Action 3.2, the Parent Center continued serving as a centralized hub for family engagement, enrollment support, and community-building activities. One major highlight was the districtwide “We heART the ARTs” event held in February 2026, which invited students, families, and staff to participate in arts-based activities including bucket drumming, singing, dancing, and crafts. These events increased opportunities for families to engage with schools in positive and welcoming environments because they highlighted student creativity, encouraged family participation, and fostered a stronger sense of belonging within the school community.

The Parent Center also supported families through the District’s enrollment process by assisting parents with online pre-enrollment and in-person registration completion. Computers and technical assistance were made available for families lacking internet access or technology resources. These supports increased accessibility for families because parents received individualized assistance navigating enrollment requirements and accessing district systems.

Under Action 3.3, the Strategic Communications department expanded outreach efforts to strengthen communication between the District and the community while increasing visibility of student achievement and district initiatives. The team regularly visited classrooms and school events to produce videos, newsletters, and digital content highlighting student learning, academic programs, cultural celebrations, and extracurricular opportunities. Features such as “What Are We Learning in JUSD” showcased classroom instruction and student engagement across multiple school sites and grade levels.

Strategic Communications also promoted literacy initiatives, student voice, and family engagement through districtwide campaigns and publications, including The Horizon newsletter distributed monthly to more than 22,000 recipients. These communication efforts increased family awareness of district programs, opportunities, and student accomplishments because information was shared consistently across multiple communication platforms and formats.

The department’s efforts were further recognized through multiple statewide CalSPRA Awards of Excellence for literacy campaigns, video storytelling, and community outreach publications. Additionally, the department supported internal culture-building efforts through ambassador training and leadership academy presentations focused on communication strategies and district priorities.

Under Action 3.4, the Parent Involvement and Community Outreach (PICO) department expanded family support services, behavioral health partnerships, and community resource coordination. Prior to the start of the school year, PICO hosted a Resource Fair where families received school supplies and information regarding individualized education programs and student supports. Through partnerships associated with the Children and Youth Behavioral Health Initiative (CYBHI), the department expanded access to behavioral health services by increasing the number of clinical staff and peer support specialists available to students.

PICO also launched Parent University, a multi-week workshop series designed to strengthen families’ ability to support student success and build leadership capacity within the community. Additional activities included holiday assistance events, community donation drives, wellness and mental health presentations, support for students experiencing homelessness, and partnerships with community organizations providing shoes, meals, school supplies, and classroom resources to students and families.

The department also expanded infrastructure supporting student wellness services through the groundbreaking of an additional behavioral health services facility at Sky Country Elementary. This expansion is intended to improve student access to mental and behavioral health supports because additional service space will increase the District’s capacity to provide counseling, wellness services, and family support resources directly on campus.

Although implementation across Actions 3.1–3.4 was successful overall, the District experienced some challenges related to maintaining consistent participation across all school communities, scheduling events accessible to working families, and ensuring all families could access digital communication and online systems. To address these barriers, the District continued providing multiple communication methods, in-person assistance, translated materials, flexible event opportunities, and technology support for families requiring additional assistance.

Overall, implementation of these actions increased opportunities for meaningful parent involvement, strengthened communication between schools and families, and expanded access to family support resources because the District intentionally created welcoming engagement opportunities, leadership structures, communication systems, and community partnerships designed to connect families more closely to schools and student learning. Continued review of participation rates, parent feedback, communication engagement data, and educational partner input will guide future refinements to these efforts.

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

We define a material difference as an estimated actual expenditure that is 20% greater or 20% less than the planned expenditure for an individual action. There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 3.1, 3.2, and 3.3. Action 3.4 (Parent Involvement and Community Outreach [PICO]) reflected an increase greater than 20% between Budgeted Expenditures and Estimated Actual Expenditures due to the continued expansion of student and family support services through braided funding sources beyond the originally budgeted LCFF expenditures included in the LCAP. These additional expenditures supported expanded behavioral health, wellness, family engagement, and community partnership services aligned to the goals of the action.

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

Action 3.1 (Parent and Community Opportunities) was effective, as demonstrated by 92.5% of parents responding favorably to the question that they are encouraged to be an active partner with the school in educating their child, as measured by metric 3.4.

Action 3.2 (Parent Center) was effective, as demonstrated by a 5% increase in parents interacting with school-based communication, as measured by metric 3.8.

Action 3.3 (Communication Outreach) was effective, as demonstrated by a 5% increase in parents interacting with school-based communication, as measured by metric 3.8.

Action 3.4 (Parent Involvement and Community Outreach (PICO)) was effective, as demonstrated by 92.5% of parents responding favorably to the question that they are encouraged to be an active partner with the school in educating their child, as measured by metric 3.4.

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

Based on reflections from prior practice and review of implementation data, the District determined that no substantive changes are necessary to Goal 3, its metrics, target outcomes, or actions for Year 3 of the three-year LCAP cycle. The District will continue implementing Actions 3.1–3.4 as planned because current engagement, communication, and community outreach efforts continue to align with identified needs and educational partner feedback.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. District and Site-based parent training will be provided, such as California State Standards, English Language Development, Report Cards, Bullying Prevention, Art Fairs, Nutrition Classes, Career Day, Wellness and Preventative Health Care Workshops, Technology Workshops, Math nights, College Systems, FAFSA/CADAA, College Application process, Mental Health, Healthy Relationships, Health Fairs, 100 Mile Club, and Strengthening Families. 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.	$161,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Parent Center	The Parent Center will serve as a one-stop location for parents to enroll and register their students. This center will support various services including assessment, Dual Immersion enrollment, free-reduced lunch, transportation, and intra-district transfers. The aim is to 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.	$543,592.00	Yes
3.3	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. Required actions based on student performance from baseline data:	$547,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Emphasis will be placed on ensuring consistency in supporting students' ELA development at home and in school through increased communication due to students performing at the lowest performance level on ELA indicator at the following schools: Ina Arbuckle Elementary, Mission Bell Elementary, Mission Middle, West Riverside Elementary.		
3.4	Parent Involvement and Community Outreach (PICO)	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. The organization comprises various staff members, including the Director of Parent Involvement & Community Outreach, the Administrative Secretary, and the Outreach Worker. Required action based on student performance from baseline data and year one outcome data that led to Differentiated Assistance: -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.	$505,653.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-27 school year, Nueva Vista Continuation High School will improve outcomes in the English Learner Progress Indicator (ELPI) and Graduation Rate for All Students, English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged students, and Hispanic students, as measured by improvement in Dashboard performance levels.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Fall 2025 California School Dashboard identified English Learner Progress and Graduation Rate as areas for focused attention at Nueva Vista Continuation High School.

For the English Learner Progress Indicator (ELPI), English Learners and Long-Term English Learners were at the Very Low performance level, with 8.7% of students making progress and a decline of 7.5 percentage points. These results indicate a need to strengthen academic language development, monitor progress toward English proficiency, and provide coordinated supports for English Learners and Long-Term English Learners.

For Graduation Rate, All Students, Socioeconomically Disadvantaged students, and Hispanic students were identified at the Red performance level on the Fall 2025 Dashboard. All Students had a rate of 79.8%, a decrease of 5.9 percentage points. Socioeconomically Disadvantaged students had a rate of 79.7%, and Hispanic students had a rate of 79.3%. These results indicate a need to strengthen graduation readiness supports, including credit monitoring, attendance intervention, individualized academic planning, and student engagement supports.

Educational partner input gathered through the School Site Council process and structured staff consultation helped clarify the types of supports needed to respond to these data. Partners emphasized the importance of consistent academic language supports, timely credit recovery, attendance follow-up, individualized counseling, case management, and stronger student-adult connections.

We also reviewed educator credentialing, subject matter preparation, and retention data for Nueva Vista Continuation High School and did not identify underlying educator equity issues contributing to the identified Dashboard outcomes.

This goal was developed to focus Equity Multiplier services on coordinated English Learner supports and graduation readiness systems because the Dashboard data and educational partner feedback identified inconsistent language development supports, delayed credit intervention, and limited individualized monitoring as barriers contributing to low ELPI performance and declining graduation outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Indicator	All: 79.8% graduated (Red) Socioeconomically Disadvantaged: 79.7% (Red) Hispanic: 79.3% (Red) Graduation Rate Indicator, California Dashboard, Fall 2025	N/A – This metric is associated with a new goal introduced in 2026–27 and was not monitored in prior years.	N/A – This metric is associated with a new goal introduced in 2026–27. Baseline data reflects the most recent available Dashboard data (Fall 2025), which aligns with reporting conventions used throughout the LCAP.	All: 80.8% graduated (Green) Socioeconomically Disadvantaged: 80.7% (Green) Hispanic: 80.3% (Green) Graduation Rate Indicator, California Dashboard, Fall 2026	N/A – Baseline year; no difference to report.
4.2	English Learner Progress Indicator (ELPI)	All: 8.7% making progress (Red) English Learners: 8.7% making progress (Red) Long-Term English Learners: 9.7% making progress (Red) English Learner Progress Indicator, California Dashboard, Fall 2025	N/A – This metric is associated with a new goal introduced in 2026–27 and was not monitored in prior years.	N/A – This metric is associated with a new goal introduced in 2026–27. Baseline data reflects the most recent available Dashboard data (Fall 2025), which aligns with reporting conventions used throughout the LCAP.	All: 10.7% making progress (Orange) English Learners: 10.7% making progress (Orange) Long-Term English Learners: 11.7% making progress (Orange) English Learner Progress Indicator, California Dashboard, Fall 2026	N/A – Baseline year; no difference to report.

Goal Analysis [2025-26]

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

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

The Equity Multiplier Focus Goal at Nueva Vista Continuation High School was implemented as planned during the 2025–26 school year, with a coordinated set of services designed to improve college and career readiness, particularly for English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. The planned actions were carried out with fidelity, including the full-year implementation of services supported by site-based leadership and counseling staff.

The Assistant Principal and Counselor roles supported the coordination and delivery of services, including monitoring student progress, expanding access to Career Technical Education (CTE) pathways and dual enrollment opportunities, and providing individualized academic and postsecondary planning. These efforts were complemented by additional supports such as bilingual language tutor (BLT) services, professional development for staff, instructional materials and technology, and the use of online programs to support student engagement and academic progress.

Key components of implementation included expanding dual enrollment opportunities and increasing access to CTE pathway completion, including OSHA certification and Dell Tech programs. These opportunities were intentionally expanded for English Learners and other student groups to promote equitable access to college and career pathways. Schoolwide college and career readiness activities, including College & Career Kickoff Days, FAFSA and Dream Act support, college application assistance, and field trips, were implemented throughout the year to support students in developing and completing postsecondary plans.

Data teams continued to meet regularly to analyze Dashboard and local data, including attendance, graduation progress, and English Learner performance. These teams developed and monitored SMART goals to refine instructional practices, strengthen English Learner supports, and improve student engagement. The use of data to guide instructional adjustments and intervention planning was a key strength of implementation.

As a result of these coordinated efforts, the College and Career Indicator showed improvement, with an increased percentage of students classified as “Prepared.” This progress reflects the impact of expanded access to college and career pathways, targeted student support, and increased awareness of postsecondary opportunities.

There were no substantive differences between planned actions and actual implementation. All major components of the plan were implemented as intended. Minor variations in expenditures were related to negotiated increases in salary and benefits; however, these did not affect the delivery of services.

A key success of implementation was the expansion of structured college and career pathways and supports, which provided students with more opportunities to engage in meaningful postsecondary preparation. In addition, increased access to individualized counseling and academic planning supported students in developing clearer postsecondary goals.

A continuing area for refinement identified through implementation was the need to further strengthen systems that support English Learner progress and graduation outcomes. While college and career readiness opportunities expanded, site reflection and data analysis indicated that additional focus is needed on academic language development, credit attainment, attendance, and consistent case management to ensure students remain on track to graduate.

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

The Equity Multiplier Focus Goal for Nueva Vista Continuation High School was implemented as planned, including the full-year implementation of the identified services supported by site-based staffing. Differences between Budgeted Expenditures and Estimated Actual Expenditures are primarily attributable to negotiated increases in salary and health and welfare costs that occurred during the year. These adjustments resulted in higher actual expenditures than originally budgeted; however, they did not impact the scope or delivery of services, which were implemented as intended.

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

The actions implemented under this goal were partially effective in improving outcomes related to college and career readiness, as evidenced by growth in the College and Career Indicator (CCI). The previous action 4.1 (Preparedness for College and Career) was effective, as demonstrated by the 7.6% increase in the percentage of high school graduates who were "prepared" on the College/Career indicator from Fall 2024 Dashboard. This increased the percentage of high school graduates on the Fall 2025 Dashboard to 13.1% from the baseline in Fall 2023 of 2.7%, a 10.4% increase! The expansion of dual enrollment opportunities, increased access to Career Technical Education (CTE) pathways, and targeted college and career supports contributed to an increased percentage of students classified as “Prepared.” These outcomes improved because students had greater access to structured postsecondary pathways, individualized academic planning, and exposure to college and career opportunities, which supported their ability to meet CCI criteria.

The provision of individualized counseling, FAFSA and Dream Act support, and schoolwide college and career readiness activities increased student awareness of postsecondary options and supported completion of key milestones such as financial aid applications and college planning. These actions improved outcomes because students received direct guidance and support in navigating postsecondary systems, which reduced barriers to participation in college and career pathways.

Additionally, the use of data teams and ongoing monitoring of student progress supported improved instructional alignment and responsiveness to student needs. These actions improved outcomes because staff were able to use data to identify areas of need and adjust instructional strategies and supports in a timely manner.

While these actions contributed to improved CCI outcomes, they were less effective in improving outcomes in the English Learner Progress Indicator (ELPI) and Graduation Rate. Data and site reflection indicate that students continued to experience barriers related to academic language development, credit accumulation, attendance, and engagement. The existing actions supported college and career readiness opportunities; however, they did not fully address the underlying academic and engagement factors necessary for sustained improvement in English Learner progress and graduation outcomes.

This analysis indicates that while the actions were effective in expanding access to college and career pathways, additional and more targeted supports are needed to strengthen English Learner progress, increase credit attainment, improve attendance, and provide consistent case management. These findings directly informed the development of the updated Equity Multiplier Focus Goal, which prioritizes English Learner Progress and Graduation Rate and includes more targeted and coordinated systems of support to address the identified needs.

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

Based on analysis of prior year outcomes and updated Fall 2025 Dashboard data, the Equity Multiplier Focus Goal was revised to more directly address the areas of greatest need. As performance in the College and Career Indicator (CCI) improved and was no longer at the lowest applicable Dashboard performance level, the goal was refined to prioritize the English Learner Progress Indicator (ELPI) and Graduation Rate, which were identified as the areas requiring focused attention.

Actions were updated to align with these identified needs, with a shift toward services that strengthen academic language development, support credit attainment, improve attendance, and provide coordinated and individualized student supports. These revisions include targeted actions designed to improve English Learner progress and graduation outcomes for the identified student groups.

These changes were made because updated data and educational partner input indicated that more direct and coordinated supports were needed to address the underlying factors impacting English Learner progress and graduation outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English Learner Progress and Academic Language Supports	Nueva Vista Continuation High School will provide coordinated English Learner and academic language development supports for English Learners and Long-Term English Learners. Services will include integrated and designated English Language Development (ELD) strategies across content areas, structured opportunities for academic language development, ongoing monitoring of student progress toward reclassification, and the use of student performance data to adjust instruction and supports. An Assistant Principal will coordinate and support the implementation of schoolwide instructional practices and data monitoring systems to ensure English Learner supports are consistently applied across classrooms. A	$245,277.00	No

Action #	Title	Description	Total Funds	Contributing
		Counselor will support individual students by monitoring progress, facilitating goal-setting, and ensuring students receive appropriate academic supports aligned to their language development needs.		
4.2	Graduation Readiness, Attendance, and Case Management Supports	Nueva Vista Continuation High School will provide a coordinated system of graduation readiness, attendance, and student support services for students at risk of not graduating. Services will include ongoing monitoring of student credit accumulation, individualized academic planning, expanded and flexible credit recovery opportunities, attendance monitoring and intervention, regular student check-ins, family communication, and social-emotional and case management supports. The Assistant Principal will oversee the coordination of schoolwide systems, including attendance monitoring, intervention implementation, and alignment of credit recovery and instructional supports to ensure timely and consistent responses to student needs. The Counselor will provide individualized academic counseling, credit monitoring, and social-emotional support, including frequent check-ins with students to address barriers related to attendance, engagement, and credit completion.	$196,372.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$66,122,479	$7,856,457

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.080%	0.000%	$0.00	33.080%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Standards Aligned Curriculum **Need:** Based on the Fall 2023 Dashboard and after assessing our low-income students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -65.5 (ELA) and -104.6 (math), which fell further than the distance from the standard for all students.	To address this condition of our low-income students, we will improve the current standards-aligned curriculum with support from curriculum coordinators and high-quality instruction to promote college and career readiness through standards-aligned curriculum and supplemental support materials. The significant achievement gap in ELA and Math for low-income students across the district necessitates a district-wide initiative to improve curriculum and instruction, ensuring equitable access to a high-quality	Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math. Routinely monitor using: -Post PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	education that promotes college and career readiness for all students.	classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus. -Evidence of PD Implementation: This will involve classroom observations and student work samples to determine how educators apply the strategies and techniques learned in the PD to their instruction.
1.2	**Action:** Professional Development **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learner students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -99.8 (ELA) and -126.2 (math), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	To address this condition of our English Learner students, we will improve the professional development for research- and evidence-based strategies to meet student needs, provide program support to support program monitoring needs and ensure all new teachers receive comprehensive induction support. The substantial achievement gap in ELA and Math for English Learner students across the district necessitates a district-wide initiative to enhance professional development and program support, ensuring equitable access to a high-quality education that promotes college and career readiness for all students. New teachers receive targeted support through partnerships with teacher mentors and Riverside County Office of Education's Center for Teacher Innovation (CTI) Induction Program. In addition, teachers are provided ongoing opportunities to self-select professional development focused on instructional strategies for English learners, including Quality Teaching for English Learners (QTEL) training to strengthen ELA and Math instruction and increase	Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math. Routinely monitor using: -Post PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus. -Evidence of PD Implementation: This will involve classroom observations and student work samples to determine how educators apply the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		access to rigorous academic content for English learners.	strategies and techniques learned in the PD to their instruction.
1.3	**Action:** Visual and Performing Arts (VAPA) **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	Research indicates that participation in arts programs can boost cognitive development, engagement, and foster a positive school climate. These benefits can indirectly support academic achievement in core subjects like math, particularly for English learners, foster youth, and low-income students who may benefit from the increased motivation and well-rounded educational experience. It's important to provide these opportunities at all schools to ensure equitable access for all students.	Annually monitor using: -CAASPP ELA and CAASPP Math at Pacific Avenue Academy of Music -Student Survey: A survey will be administered to all student who participated in the VAPA program and will monitor their experiences in the arts and their perception of its effectiveness.
1.4	**Action:** Education and Information Technology **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students. **Scope:**	Providing every student with a Chromebook, library resources, and access to literature will significantly improve the performance of English learners, foster youth, and low-income students on the CAASPP ELA assessment. Chromebooks provide access to digital resources, including language-learning tools and practice tests, helping English learners develop their language proficiency. Libraries provide diverse literature that exposes these students to rich vocabulary and complex sentence structures, strengthening their reading comprehension skills. Both Chromebooks and libraries support personalized learning, allowing students to work at their own pace and target specific areas of need. These resources	Annually monitor using 1.5 CAASPP ELA Routinely monitor using: -Usage Rate Data of Adopted Curriculum Digital Resources: This will gauge the actual implementation and utilization of the digital tools and resources provided. By tracking how often and to what extent these resources are being used by both teachers and students, we can identify

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	are particularly beneficial for English learners, foster youth, and low-income students, bridging potential gaps in access to technology and reading materials, which are crucial for success on the CAASPP ELA assessment. It's important to provide these resources across all school sites to ensure equity of access and opportunity for all students, regardless of their background or location.	areas of success, areas needing improvement, and any potential barriers to adoption.
1.5	**Action:** Professional Preparation and Collaboration Time **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	Providing additional collaboration time for teachers each day will significantly support teacher planning to better meet the needs of English learners, foster youth, and low-income students in improving their math proficiency. This time allows teachers to share best practices for reaching these students, analyze data to pinpoint areas of need, develop targeted interventions, and create differentiated lessons that are engaging and culturally relevant. Regular collaboration also promotes consistency in math instruction, which is particularly important for students who may benefit from additional support and stability. By ensuring all school sites offer this collaboration time, we ensure that all teachers have the resources and support to help these students succeed in math.	Annually monitor by 1.5 CAASPP ELA and 1.6 CAASPP Math. Routinely monitored through: -Attendance Rate: An improvement in attendance can serve as an indicator of increased student engagement and interest in their classes, which may be a result of more engaging learning opportunities created by teachers through collaboration.
1.6	**Action:** Reducing Class Sizes through Grade Span Adjustment **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions,	Reducing class sizes across all schools will significantly benefit English learners, foster youth, and low-income students in achieving higher proficiency on the CAASPP ELA assessment. Smaller classes allow teachers to provide more personalized attention to these students, addressing their individual language development needs, offering targeted support in reading	Annually monitor by 1.5 CAASPP ELA and 1.6 CAASPP Math. Routinely monitor through: -Panorama Student Survey Data: Monitoring student feedback on their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	comprehension and writing skills, and fostering a more supportive learning environment. With fewer students in each class, teachers have more time to differentiate instruction, provide timely feedback, and build stronger relationships with students who may face additional challenges outside of the classroom. This increased support and attention are crucial for the academic success of English learners, foster youth, and low-income students.	relationships with teachers, including feelings of support, trust, and connection, will reveal if the increased planning time allows for more personalized attention and stronger rapport between teachers and students.
1.7	**Action:** Elementary Supplemental Supports **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -99.8 (English Learners), -73.8 (Foster Youth), and -65.5 (Low Income), which fell further than the distance from the standard for all students. After assessing our English Learner, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the Math Distance from Standard (DFS) on CAASPP are -126.2 (English Learners), -112.7 (Foster Youth), and -104.6 (Low Income), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	Elementary Support Teachers, specializing in ELA and math, provide a crucial safety net within the Multi-Tiered System of Support (MTSS) framework. They utilize specialized software to pinpoint individual skill gaps in English learners, foster youth, and low-income students, allowing for personalized interventions that directly target areas crucial for success on the CAASPP assessments. Resources like phonics materials and on-level readers ensure these students build the foundational skills necessary for tackling the reading comprehension challenges found on both the ELA and Math CAASPP exams. Teachers themselves receive continuous professional development focused on strategies like word recognition and improved number sense, empowering them to adapt their instruction to the unique needs of these student populations. Data analysis skills help them create flexible groupings where students with similar needs can get targeted instruction, addressing specific CAASPP-related skills. Support teachers model and coach effective small group routines. Alongside this, the school environment emphasizes inclusivity. Inclusive practices mean	Annually monitor using 1.5 CAASPP ELA and 1.6 CAASPP Math. Routinely monitor using: -Post Elementary PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		English Learners, foster youth, and low-income students aren't segregated from the core curriculum, ensuring they have the same opportunities as their peers to develop the knowledge base the CAASPP assesses. Trained paraprofessionals and work supported by the Partners for Inclusive Education (PIE) committee, ensure students have access to support within the general classroom setting, fostering success in the Least Restrictive Environment (LRE). Finally, Teachers on Special Assignment and Assistant Principals provide additional student management support. This creates a more focused learning environment for all, a benefit particularly felt by students who may have challenges impacting their academic performance and consequently, their CAASPP scores. The substantial achievement gap in ELA and Math for English Learners, Foster Youth, and Low-Income students necessitates a comprehensive district-wide initiative encompassing specialized support teachers, targeted professional development, inclusive practices, and additional student management support to ensure equitable access to a high-quality education that addresses the unique needs of these students and promotes their success on CAASPP assessments and beyond.	
1.8	**Action:** Secondary Supplemental Supports **Need:**	This program offers several targeted services to support English Learners (ELs), foster youth, and low-income students in their journey to ELA proficiency by 11th grade. Dedicated ELD intervention, alongside regular ELA support,	Annually monitor using 1.5 CAASPP ELA, 1.6 CAASPP Math, and 1.14 Percentage of 11th-grade students meeting Early

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	Based on the Fall 2023 Dashboard and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that the percentage of 11th grade students meeting Early Assessment Program (EAP) criteria in ELA is 5.49% (English Learners), 25.49% (Foster Youth), and 25.84% (Low Income), which was a smaller percentage than all 11th grade students. **Scope:** LEA-wide	ensures that ELs receive focused instruction essential for success. Online learning platforms and inclusive classrooms provide flexible environments for these students to learn at their own pace. Specialized software like Read 180/System 44 targets vocabulary development, reading comprehension, and writing skills. Counselors play a crucial role in proactively placing foster youth, low-income students, and those experiencing homelessness into the most appropriate intervention programs, addressing potential barriers to success. The inclusion model fosters a sense of belonging and ensures these students are fully supported without being isolated from their peers. Additionally, the AVID program targets traditionally under-represented students in college preparation, offering academic support, exploration, and guidance key for succeeding in demanding ELA courses and eventual college readiness. By extending these services across all middle and high schools, the program provides consistency and crucial continuity as students progress through their education. This multi-pronged approach emphasizes individualized attention, inclusive environments, and a focus on post-secondary pathways — crucial elements for narrowing the achievement gap and ensuring all students gain the skills needed for ELA proficiency by 11th grade.	Assessment Program (EAP) criteria in 11th grade. Routinely monitor using: -Post Secondary PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.
1.9	**Action:** College and Career Readiness **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learners and Low-Income students' needs, conditions, and	This action directly supports English learners and low-income students in achieving College and Career Indicator (CCI) preparedness by focusing on several key areas. Providing these support systems at all schools is crucial because it ensures equity in opportunity. Targeted support with multi-tiered interventions and Spanish	Annually monitor using 1.20 College/Career Indicator. Routinely monitor using: -6-Year College & Career Plan data, gathered

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	circumstances, we learned that the percentage of students in the 2023 graduating class prepared on CCI indicators is 24.5% (English Learners) and 43.1% (Low Income), which was a smaller percentage than all graduating students. **Scope:** LEA-wide	language resources addresses the unique needs of English Learners, regardless of which school they attend. Expanding A-G course offerings and providing specific AP support for English Learners at each school ensures all students have access to rigorous college preparatory coursework. Dedicated focus on college and career guidance, including financial aid workshops, ensures that students from low-income backgrounds, students experiencing homelessness, foster youth, and students with disabilities at every school receive the support they need to plan and succeed beyond high school. Finally, supporting them through the challenges of school transitions at all locations promotes their long-term success and avoids disparities in preparedness based on school location.	annually from grades 7 - 12, will allow students to share their interests and aspirations early on, allowing us to make informed decisions about CTE pathways being offered and students' perceptions of college and career opportunities.
1.13	**Action:** Dual Immersion **Need:** After assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of high school students receiving the State Seal of Biliteracy is low at 6.5% of students in the graduating class of 2023. **Scope:** LEA-wide	By strengthening and expanding our Dual Immersion (DI) program, we are creating a direct pathway for students to achieve the required fluency in two languages to qualify for the State Seal of Biliteracy by graduation. The program's immersive environment fosters strong second-language acquisition and academic performance in both languages, putting students on track for success in assessments. Equitable access to the DI program for all students is crucial. By offering it to all students, regardless of their native language, we ensure everyone has the opportunity to develop biliteracy, a valuable skill that benefits them in college, careers, and personal growth.	Annually monitor using 1.18 Percent of high school students receiving the State Seal of Biliteracy and 1.5 CAASPP ELA & 1.6 CAASPP Math disaggregated by DI program enrollment.
1.14	**Action:** Student Learning, Monitoring and Feedback	This action helps English learners, foster youth, and low-income students achieve greater CAASPP proficiency by providing standards-	1.5 CAASPP ELA and 1.6 CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the Fall 2023 Dashboard and after assessing our English Learner students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -99.8 (ELA) and -126.2 (math), which fell further than the distance from the standard for all students. Based on the Fall 2023 Dashboard and after assessing our Foster Youth students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -73.8 (ELA) and -112.7 (math), which fell further than the distance from the standard for all students. Based on the Fall 2023 Dashboard and after assessing our Low-income students' needs, conditions, and circumstances, we learned that the ELA and Math Distance from Standard (DFS) on CAASPP are -65.5 (ELA) and -104.6 (math), which fell further than the distance from the standard for all students. **Scope:** LEA-wide	aligned assessments and data analysis alongside dedicated teams for monitoring student progress. This targeted support helps teachers identify and address specific language barriers for English learners, along with other learning gaps, ensuring all students are well-prepared for state assessments. Providing this service at all schools promotes equity by ensuring all students, regardless of their background, have access to the resources and support necessary to succeed.	Routinely monitor using: -CAASPP Interim Assessment Student Performance: This measures student performance on interim assessments and will allow us to compare progress from their previous CAASPP scaled score. Testing Coordinator Exit Survey: Feedback from testing coordinators helps find ways to improve assessments for students and teachers.
1.15	**Action:** School Site Allocation **Need:** Based on the graudating class of 2023-24 and after assessing our English Learners and Low-Income students' needs, conditions, and circumstances, we learned that the graduation	The LCFF allocates additional funding to schools based on their number of English Learners, foster youth, and low-income students. This funding supports targeted programs that address these students' specific needs. These include specialized language instruction, academic tutoring, credit recovery options, and social-emotional support. These resources help them	Routinely monitor using: -Program Effectiveness: Evaluating student progress data (e.g., test scores, attendance) aligned with SPSA goals proves the positive impact of the plan, making a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates are 87.4% (English Learners) and 93.6% (Low-Income), which is lower than the graduation rate for all students. **Scope:** LEA-wide	overcome barriers, stay on track academically, and increase their chances of graduating. Providing this funding to all schools ensures that students receive equitable support across the district, regardless of their school's demographics, and promotes higher graduation rates for everyone.	strong case for continued financial support. -Data-Driven Decision Making: Using SPSA implementation data to identify areas for improvement allows for adjustments to maximize the plan's impact, further justifying the need for continued funding.
2.1	**Action:** Supplemental Transportation **Need:** Based on the Fall 2023 Dashboard and after assessing our Low-Income students' needs, conditions, and circumstances, we learned that the chronic absenteeism rates was 33.3%, which is higher than the chronic absenteeism rate for all students. **Scope:** LEA-wide	Research has shown that providing school bus services can significantly improve student attendance. By offering bussing to all students, the school district can ensure that every child has equal access to education regardless of socio-economic status. This is particularly beneficial for economically disadvantaged students, who experience a 0.5 to 1 percentage point increase in attendance rates and a 2 to 4 percentage point decrease in the probability of being chronically absent when provided with transportation*. Moreover, school buses do more than transport students to and from school. They also serve as a safe and controlled environment, reducing the risk of negative social interactions such as bullying and fighting that can deter students from attending school. *Danielle Sanderson Edwards; Another One Rides the Bus: The Impact of School Transportation on Student Outcomes in Michigan. Education Finance and Policy 2024; 19 (1): 1–31. doi: https://doi.org/10.1162/edfp_a_00382	2.3 - Chronic Absenteeism Rate
2.2	**Action:** Multi-Tiered System of Supports	For foster youth, who often face unique challenges and higher rates of mental health issues, MTSS	2.6 Pupil Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the Fall 2025 Dashboard and after assessing our Foster Youth and Low-Income students' needs, conditions, and circumstances, we learned that the suspension rate is 4.2% (Foster Youth) and 2.6% (English Learners), which is higher than the suspension rate for all students. **Scope:** LEA-wide	can provide a structured, supportive environment that addresses their specific needs. The MTSS framework allows for the implementation of trauma-informed care approaches, which are particularly beneficial for foster youth who have experienced trauma. By addressing the social-emotional needs of these students and providing them with individualized support, MTSS can help foster youth succeed academically and socially. For English learners, MTSS can be particularly effective in supporting their language and literacy development. The framework allows for the implementation of culturally and linguistically responsive pedagogical strategies that address the instructional needs of diverse learners. This can help English learners overcome language barriers, improve their academic performance, and reduce the risk of being mistakenly placed in special education classes. MTSS can benefit all students, including foster youth and English learners, and therefore will be provided on an LEA-wide basis.	
2.3	**Action:** Athletics Program **Need:** Based on the Fall 2023 student climate survey and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that student connectedness decreases in high school. This action will support the high percentage of unduplicated students districtwide.	Participation in athletics can significantly enhance the high school experience, particularly for English learners, foster youth, and low-income students. Engaging in sports activities fosters a sense of belonging, as students become part of a team striving towards common goals. This camaraderie can transcend language barriers, socio-economic differences, and personal backgrounds, creating an inclusive environment where all students feel valued and connected. Moreover, the discipline, resilience, and teamwork learned on the sports	2.9 School Climate Survey: School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School Climate Survey: Decrease in student connectedness in high school Grade 9: 49% -English Learner: 52% -Foster Youth: 42% Grade 11: 55% -English Learner: 52% -Foster Youth: 46% **Scope:** LEA-wide	field often translate to academic success, further strengthening students' attachment to their school. The decline in student connectedness among English Learners and Foster Youth students in high school, as evidenced by the School Climate Survey, necessitates a district-wide initiative promoting athletic participation to foster a sense of belonging, inclusivity, and academic success for these students.	
2.4	**Action:** Student Wellness and Safety **Need:** Based on the Fall 2023 student climate survey and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that there is an increase in students feeling unsafe in middle and high school. We believe that this action will support the high percentage of unduplicated students districtwide. A percentage of students across the grade levels expressed feeling unsafe at school on the School Climate Survey: School Safety Grade 7: -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%)	Providing students with a sense of safety and caring for their health can significantly improve their academic outcomes. When students, particularly English learners, low-income students, and foster youth, feel safe and healthy, they are better able to focus on their studies. A secure environment reduces stress and anxiety, which can hinder learning and cognitive development. Health care, including mental health services, ensures that students are physically and emotionally well, enabling them to fully engage in academic activities. Furthermore, when students know that their well-being is a priority, it fosters a positive relationship with the school, enhancing their motivation to learn. The increasing percentage of Foster Youth students feeling unsafe in middle and high school, as evidenced by the School Climate Survey, necessitates a district-wide initiative prioritizing student safety and health to improve academic outcomes and foster a positive school environment for these students.	2.8 School Climate Survey: School Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Very unsafe: 4% (EL: 2%, FY: 3%) Grade 9: -Very Safe: 13% (EL: 12%, FY: 11%) -Safe: 43% (EL: 38%, FY: 43%) -Neither safe nor unsafe: 36% (EL: 44%, FY: 30%) -Unsafe: 3% (EL: 1%, FY: 6%) -Very unsafe: 4% (EL: 5%, FY: 9%) Grade 11: -Very Safe: 13% (EL: 9%, FY: 14%) -Safe: 48% (EL: 48%, FY: 36%) -Neither safe nor unsafe: 35% (EL: 41%, FY: 45%) -Unsafe: 3% (EL: 1%, FY: 0%) -Very unsafe: 1% (EL: 1%, FY: 4%) **Scope:** LEA-wide		
3.1	**Action:** Parent and Community Opportunities **Need:** Based on the Fall 2023 parent climate survey and after assessing our Low-Income students' needs, conditions, and circumstances, we learned that 82% of parents agreed that the school encourages them to be active partners, which is lower than the percentage rate for all parents. **Scope:**	Providing parents with opportunities to be involved in school activities is crucial at every school, and it is particularly important for English learners, low-income students, and foster youth. Parental involvement fosters a sense of community and belonging, which can greatly enhance a student's academic experience and outcomes. For English learners, low-income students, and foster youth, this involvement can provide additional support and resources that may not be readily available at home. It allows parents to better understand the educational process and their child's progress, enabling them to provide more effective support. Furthermore, it encourages open communication between the school and parents, fostering a	3.4 Parent & Family Engagement: California School Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	collaborative approach to education that benefits all parties involved. The lower rate of active parental partnership among low-income families necessitates a district-wide initiative to increase parental involvement opportunities at every school, recognizing the crucial role this plays in enhancing the academic experience and outcomes for all students, especially those from vulnerable backgrounds.	
3.2	**Action:** Parent Center **Need:** Based on the 2023-2024 ParentSquare report and after assessing our Low-Income students' needs, conditions, and circumstances, we learned that 81% of parents agreed that teachers communicate about what students are expected to learn, which is lower than the percentage rate for all parents. **Scope:** LEA-wide	Providing in-person support to all families enrolling their children in schools is highly beneficial, particularly for parents of students who are low-income, English Learners, and Foster Youth. This approach fosters a more personalized and empathetic interaction, allowing school staff to address specific concerns and questions directly. For low-income families, in-person support can help navigate potential financial barriers and understand available resources. For parents of English Learners, this support can bridge language gaps, ensuring clear communication about academic expectations and resources. For Foster Youth, who often face unique challenges, in-person support can provide a sense of stability and belonging. Overall, this hands-on approach strengthens the school-community relationship, promotes parental involvement, and ensures that every child, regardless of their background, has an equal opportunity to succeed. The lower rate of agreement (81%) among low-income parents regarding teacher communication about learning expectations necessitates a district-wide initiative to provide in-person support to all families during enrollment, recognizing the crucial	3.8 Parent interaction with district and site-level communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		role this plays in establishing clear communication and fostering equitable access to educational resources for all students, especially those from vulnerable backgrounds.	
3.3	**Action:** Communication Outreach **Need:** Based on the 2023-2024 ParentSquare report and after assessing our English Learners, Foster Youth, and Low-Income students' needs, conditions, and circumstances, we learned that 9% of parents interacted with district messages, which we believe all unduplicated student groups will benefit from intentional and routine communication. **Scope:** LEA-wide	The services provided by the Department of Strategic Communications are crucial at every school in the district. Effective communication ensures that all families, particularly those of low income, English Learners, and foster youth, are informed and engaged. This is vital for their children's academic success. By keeping these families updated on district news, events, and resources, it promotes equal opportunities for learning and growth. It also fosters a sense of community and belonging, which is essential for the holistic development of every student.	3.8 Parent interaction with district and site-level communication
3.4	**Action:** Parent Involvement and Community Outreach (PICO) **Need:** Based on the Fall 2023 parent climate survey and after assessing our Low-Income students' needs, conditions, and circumstances, we learned that 82% of parents agreed that the school encourages them to be active partners, which is lower than the percentage rate for all parents. **Scope:**	The services provided by Parent Involvement & Community Outreach (PICO) are particularly crucial for parents of low-income students, English Learners, and foster youth. These groups often face additional challenges that can hinder their academic success. Low-income families may lack the resources necessary for educational support at home, such as books or tutoring services. English Learners may struggle with language barriers that can impede their understanding of the curriculum. Foster youth often face instability in their living situations, which can disrupt their learning continuity. By providing resources, training, and support, PICO helps to level the playing field, ensuring that these students receive the same	3.4 Parent & Family Engagement: California School Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	opportunities for academic success as their peers. Furthermore, implementing these services at all schools is essential to ensure equity in education, as it guarantees that every student, regardless of their background or circumstances, has access to the support they need to succeed.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** Foster Youth and Students Experiencing Homelessness Support Services **Need:** Based on the Fall 2023 Dashboard and after assessing our Foster Youth and Students Experiencing Homelessness needs, conditions, and circumstances, we learned that the ELA Distance from Standard (DFS) on CAASPP is -73.8 (Foster Youth) and -110.6 (Students Experiencing Homelessness), which fell further than the distance from the standard for all students. **Scope:** Limited to Unduplicated Student Group(s)	Providing targeted academic support for foster youth and students experiencing homelessness is essential at all schools. Regular transcript and credit reviews help identify potential struggles in ELA courses early on, enabling the implementation of tailored interventions. A counselor dedicated to understanding the unique challenges of these students offers specialized guidance. Proactive outreach from academic counselors ensures these students know about resources such as ELA-focused tutoring, digital learning tools, and ongoing grade monitoring. Appropriate course placement through AB 216 checks prevents students from being placed in overly challenging ELA classes, protecting their confidence and motivation. Prioritized access to tutoring reinforces their ELA skills. Additionally, professional development for all staff in trauma-informed practices fosters a supportive environment that recognizes the impact of trauma	Annually monitor using 1.5 CAASPP ELA & 1.6 CAASPP Math. Routinely monitor using: -Regular Transcript Review: The counselor will conduct systematic reviews of transcripts for each foster and homeless youth, tracking completed courses, credits earned, and any outstanding graduation requirements. -Track Service Delivery: The counselor will track the types of services provided to each student, such as academic counseling, college and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		on learning, making classrooms more conducive to focus and academic success – essential for improved CAASPP ELA scores.	career guidance, and referrals to community resources, to ensure comprehensive support is provided.
1.11	**Action:** English Learner Services **Need:** Based on the Fall 2023 Dashboard and after assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of English Learners making progress on English proficiency as measured by the ELPI is low (orange) at 40.7%, which includes 9 schools making very low (red) progress. **Scope:** Limited to Unduplicated Student Group(s)	Implementing a robust English Learner support system at all school sites directly accelerates these students' English proficiency. This system provides teachers with specialized training (QTEL), expert guidance on instruction and assessment of language skills (TSAs, evaluators), and the resources to offer diverse language development programs (designated ELD, integrated ELD, dual-language immersion). This comprehensive support across all schools ensures that every English learner receives the targeted instruction, resources, and qualified staff they need to thrive, regardless of their location. This approach fosters greater equity in education and ultimately prepares all students, including English learners, for academic and future success.	Annually monitor using 1.11 Percentage of English Learner students making progress on English proficiency (ELPI) Routinely monitor using: -Post Multilingual Education PD Survey: This will gather feedback from participants on the PD content's quality, relevance, and applicability to their classroom practice. The survey will also assess changes in knowledge, skills, and attitudes related to the PD focus.
1.12	**Action:** Long Term English Learners (LTEL) **Need:** Based on the 2023-2024 reclassification rate and after assessing our English Learners' needs, conditions, and circumstances, we learned that the percentage of English Learners being reclassified as Fluent English Proficient is low at 7.70%. **Scope:**	Implementing a robust English Learner support system at all school sites directly accelerates English proficiency, especially for Long-Term English Learners (LTELs). This system provides teachers with specialized training (QTEL) and expert guidance on pinpointing the specific needs of LTELs (TSAs). It also offers intensive language development programs, such as targeted interventions with Bilingual Language Tutors, tailored to address the unique challenges faced by students who have been in the system for an extended time. This comprehensive support	1.12 English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	across all schools ensures that LTEL students get the specific attention needed to break through language barriers, regardless of their location. This approach fosters greater equity in education and prepares these students to reach their full academic potential.	

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

Not Applicable

Additional Concentration Grant Funding

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

Jurupa Unified School District is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of staff (both certificated and classified) who provide direct services to students in school campuses with greater than 55% of unduplicated pupil enrollment (which is all schools for 2026-27). The current or planned increase in staffing is as follows:
-Increase Health Care Aides' hours at each school site to allow for additional health support for students (Goal 2, Action 4)
-Support Teachers (4.83 FTE) at twelve elementary school sites to provide intervention support for targeted students based on NWEA assessments (Goal 1, Action 7)
-Six Assistant Principals and 6 Teachers on Special Assignment - Administrative support at elementary sites (Goal 1, Action 7)
-Campus Supervisor at Pacific Avenue Academy of Music & Rustic Lane Elementary co-located campus (Goal 2, Action 4)
-Second Assistant Principal at Jurupa Middle School (Goal 2, Action 4)
-Additional district Nurse to decrease student-to-nurse ratio (Goal 2, Action 4)
-Two Teachers on Special Assignment - Student Management & Accountability (Goal 2, Action 2)
-Two Additional Counselors for Patriot High School and One Additional Counselor for Rubidoux High School to lower the student:counselor ratio (Goal 1, Action 8)
-Additional 1.0 teacher for NVHS to support students who are most credit-deficient (Goal 1, Action 8)
-Additional 0.6 teacher for Patriot High School and 0.4 teacher for Rubidoux High School to support AP Capstone (Goal 1, Action 9)
-Three Spanish teachers will be at all three middle schools to support A-G attainment. (Goal 1, Action 8)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:18.6
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14.7

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$199,883,653	66,122,479	33.080%	0.000%	33.080%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,168,489.00	$10,393,933.00	$0.00	$7,053,362.00	$86,615,784.00	$77,475,849.00	$9,139,935.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Standards Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$461,021.00	$22,725.00	$483,746.00				$483,746.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,025,190.00	$38,446.00	$296,165.00	$497,654.00		$269,817.00	$1,063,636.00	
1	1.3	Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,023,232.00	$1,004,712.00	$3,796,254.00	$3,231,690.00			$7,027,944.00	
1	1.4	Education and Information Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,414,011.00	$310,429.00	$3,621,011.00			$103,429.00	$3,724,440.00	
1	1.5	Professional Preparation and Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,288,575.00	$0.00	$3,288,575.00				$3,288,575.00	
1	1.6	Reducing Class Sizes through Grade Span Adjustment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,472,790.00	$0.00	$13,472,790.00				$13,472,790.00	
1	1.7	Elementary Supplemental Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK - 6th Grade	Ongoing	$7,771,331.00	$482,775.00	$4,981,185.00	$871,790.00		$2,401,131.00	$8,254,106.00	
1	1.8	Secondary Supplemental Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools Grades 7 -	Ongoing	$3,141,878.00	$318,745.00	$2,908,644.00	$495,946.00		$56,033.00	$3,460,623.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							12									
1	**1.9**	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,075,571.00	$2,372,156.00	$6,896,612.00	$3,364,090.00		$187,025.00	$10,447,727.00	
1	**1.10**	Foster Youth and Students Experiencing Homelessness Support Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$230,590.00	$9,500.00	$223,897.00			$16,193.00	$240,090.00	
1	**1.11**	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,519,075.00	$143,641.00	$903,728.00			$758,988.00	$1,662,716.00	
1	**1.12**	Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$64,081.00	$0.00	$64,081.00				$64,081.00	
1	**1.13**	Dual Immersion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Pedley, Stone Avenue, Sunnyslope, West Riverside; Middle: Mira Loma and Mission; High: Patriot	Ongoing	$9,385,658.00	$125,700.00	$9,401,358.00	$110,000.00			$9,511,358.00	
1	**1.14**	Student Learning, Monitoring and Feedback	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$900,022.00	$5,310.00	$652,764.00	$193,520.00		$59,048.00	$905,332.00	
1	**1.15**	School Site Allocation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,938,352.00	$1,921,395.00	$3,798,726.00			$3,061,021.00	$6,859,747.00	
2	**2.1**	Supplemental Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,143,455.00	$0.00	$2,143,455.00				$2,143,455.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,244,296.00	$164,783.00	$1,096,560.00	$1,187,594.00		$124,925.00	$2,409,079.00	
2	**2.3**	Athletics Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,376,455.00	$628,578.00	$2,005,033.00				$2,005,033.00	
2	**2.4**	Student Wellness and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,892,050.00	$1,498,965.00	$7,391,015.00				$7,391,015.00	
3	**3.1**	Parent and Community Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$136,063.00	$25,752.00	$146,063.00			$15,752.00	$161,815.00	
3	**3.2**	Parent Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$525,592.00	$18,000.00	$543,592.00				$543,592.00	
3	**3.3**	Communication Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$522,521.00	$25,061.00	$547,582.00				$547,582.00	
3	**3.4**	Parent Involvement and Community Outreach (PICO)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$505,653.00	$0.00	$505,653.00				$505,653.00	
4	**4.1**	English Learner Progress and Academic Language Supports	All	No			Specific Schools: Nueva Vista Continuation High	Ongoing	$222,015.00	$23,262.00		$245,277.00			$245,277.00	
4	**4.2**	Graduation Readiness, Attendance, and Case Management Supports	All	No			Specific Schools: Nueva Vista Continuation High	Ongoing	$196,372.00	$0.00		$196,372.00			$196,372.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$199,883,653	66,122,479	33.080%	0.000%	33.080%	$69,168,489.00	0.000%	34.604 %	**Total:**	$69,168,489.00
								LEA-wide Total:	$67,976,783.00
								Limited Total:	$1,191,706.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Standards Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$483,746.00	
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,165.00	
1	**1.3**	Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,796,254.00	
1	**1.4**	Education and Information Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,621,011.00	
1	**1.5**	Professional Preparation and Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,288,575.00	
1	**1.6**	Reducing Class Sizes through Grade Span Adjustment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,472,790.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Elementary Supplemental Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK - 6th Grade	$4,981,185.00	
1	1.8	Secondary Supplemental Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools Grades 7 - 12	$2,908,644.00	
1	1.9	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,896,612.00	
1	1.10	Foster Youth and Students Experiencing Homelessness Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$223,897.00	
1	1.11	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$903,728.00	
1	1.12	Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$64,081.00	
1	1.13	Dual Immersion	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary: Pedley, Stone Avenue, Sunnyslope, West Riverside; Middle: Mira Loma and Mission; High: Patriot	$9,401,358.00	
1	1.14	Student Learning, Monitoring and Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$652,764.00	
1	1.15	School Site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,798,726.00	
2	2.1	Supplemental Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,143,455.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,096,560.00	
2	2.3	Athletics Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,005,033.00	
2	2.4	Student Wellness and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,391,015.00	
3	3.1	Parent and Community Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,063.00	
3	3.2	Parent Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$543,592.00	
3	3.3	Communication Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$547,582.00	
3	3.4	Parent Involvement and Community Outreach (PICO)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$505,653.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$87,717,133.00	$91,060,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards Aligned Curriculum	Yes	$458,169.00	$532,644.00
1	**1.2**	Professional Development	Yes	$1,693,323.00	$1,642,842.00
1	**1.3**	Visual and Performing Arts (VAPA)	Yes	$7,044,333.00	$7,799,433.00
1	**1.4**	Education and Information Technology	Yes	$3,718,340.00	$3,748,310.00
1	**1.5**	Professional Preparation and Collaboration Time	Yes	$3,217,784.00	$3,288,575
1	**1.6**	Reducing Class Sizes through Grade Span Adjustment	Yes	$14,010,623.00	$13,472,790
1	**1.7**	Elementary Supplemental Supports	Yes	$8,248,177.00	$7,801,293.00
1	**1.8**	Secondary Supplemental Supports	Yes	$3,700,802.00	$4,233,080.00
1	**1.9**	College and Career Readiness	Yes	$9,988,339.00	$10,036,531.00
1	**1.10**	Foster Youth and Students Experiencing Homelessness Support Services	Yes	$233,502.00	$243,810.00
1	**1.11**	English Learner Services	Yes	$1,680,583.00	$1,867,325.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	Long Term English Learners (LTEL)	Yes	$222,694.00	$347,344.00
1	**1.13**	Dual Immersion	Yes	$9,635,325.00	$9,241,307.00
1	**1.14**	Student Learning, Monitoring and Feedback	Yes	$885,776.00	$768,363.00
1	**1.15**	School Site Allocation	Yes	$6,923,084.00	$6,997,708.00
2	**2.1**	Supplemental Transportation	Yes	$856,964.00	$2,143,455
2	**2.2**	Multi-Tiered System of Supports	Yes	$3,652,266.00	$3,708,526.00
2	**2.3**	Athletics Program	Yes	$1,989,433.00	$2,089,363.00
2	**2.4**	Student Wellness and Safety	Yes	$7,389,193.00	$7,491,192.00
3	**3.1**	Parent and Community Opportunities	Yes	$161,815.00	$154,132.00
3	**3.2**	Parent Center	Yes	$543,592.00	$543,799.00
3	**3.3**	Communication Outreach	Yes	$547,582.00	$565,697.00
3	**3.4**	Parent Involvement and Community Outreach (PICO)	Yes	$505,653.00	$1,908,726.00
4	**4.1**	Preparedness for College and Career	No	$409,781.00	$434,455.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$65,668,457	$67,756,744.00	$67,569,716.00	$187,028.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Standards Aligned Curriculum	Yes	$458,169.00	$532,644.00		
1	**1.2**	Professional Development	Yes	$313,323.00	$381,595.00		
1	**1.3**	Visual and Performing Arts (VAPA)	Yes	$3,627,548.00	$3,872,678.00		
1	**1.4**	Education and Information Technology	Yes	$3,572,540.00	$3,677,469.00		
1	**1.5**	Professional Preparation and Collaboration Time	Yes	$3,217,784.00	$3,288,575.00		
1	**1.6**	Reducing Class Sizes through Grade Span Adjustment	Yes	$14,010,623.00	$13,472,790.00		
1	**1.7**	Elementary Supplemental Supports	Yes	$5,949,751.00	$3,081,281.00		
1	**1.8**	Secondary Supplemental Supports	Yes	$3,594,442.00	$3,846,767.00		
1	**1.9**	College and Career Readiness	Yes	$5,465,864.00	$7,495,043.00		
1	**1.10**	Foster Youth and Students Experiencing Homelessness Support Services	Yes	$61,802.00	$72,382.00		
1	**1.11**	English Learner Services	Yes	$883,591.00	$1,014,813.00		
1	**1.12**	Long Term English Learners (LTEL)	Yes	$72,694.00	$72,694.00		
1	**1.13**	Dual Immersion	Yes	$9,525,325.00	$9,209,232.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Student Learning, Monitoring and Feedback	Yes	$478,617.00	$486,469.00		
1	1.15	School Site Allocation	Yes	$3,980,200.00	$3,754,166.00		
2	2.1	Supplemental Transportation	Yes	$856,964.00	$2,143,455.00		
2	2.2	Multi-Tiered System of Supports	Yes	$565,991.00	$63,506.00		
2	2.3	Athletics Program	Yes	$1,989,433.00	$2,089,363.00		
2	2.4	Student Wellness and Safety	Yes	$7,389,193.00	$7,251,190.00		
3	3.1	Parent and Community Opportunities	Yes	$146,063.00	$145,566.00		
3	3.2	Parent Center	Yes	$543,592.00	$543,799.00		
3	3.3	Communication Outreach	Yes	$547,582.00	$565,697.00		
3	3.4	Parent Involvement and Community Outreach (PICO)	Yes	$505,653.00	$508,542.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$196,668,661	$65,668,457	0.00%	33.390%	$67,569,716.00	0.000%	34.357%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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