LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corona-Norco Unified School District

CDS Code: 33670330000000

School Year: 2021-22
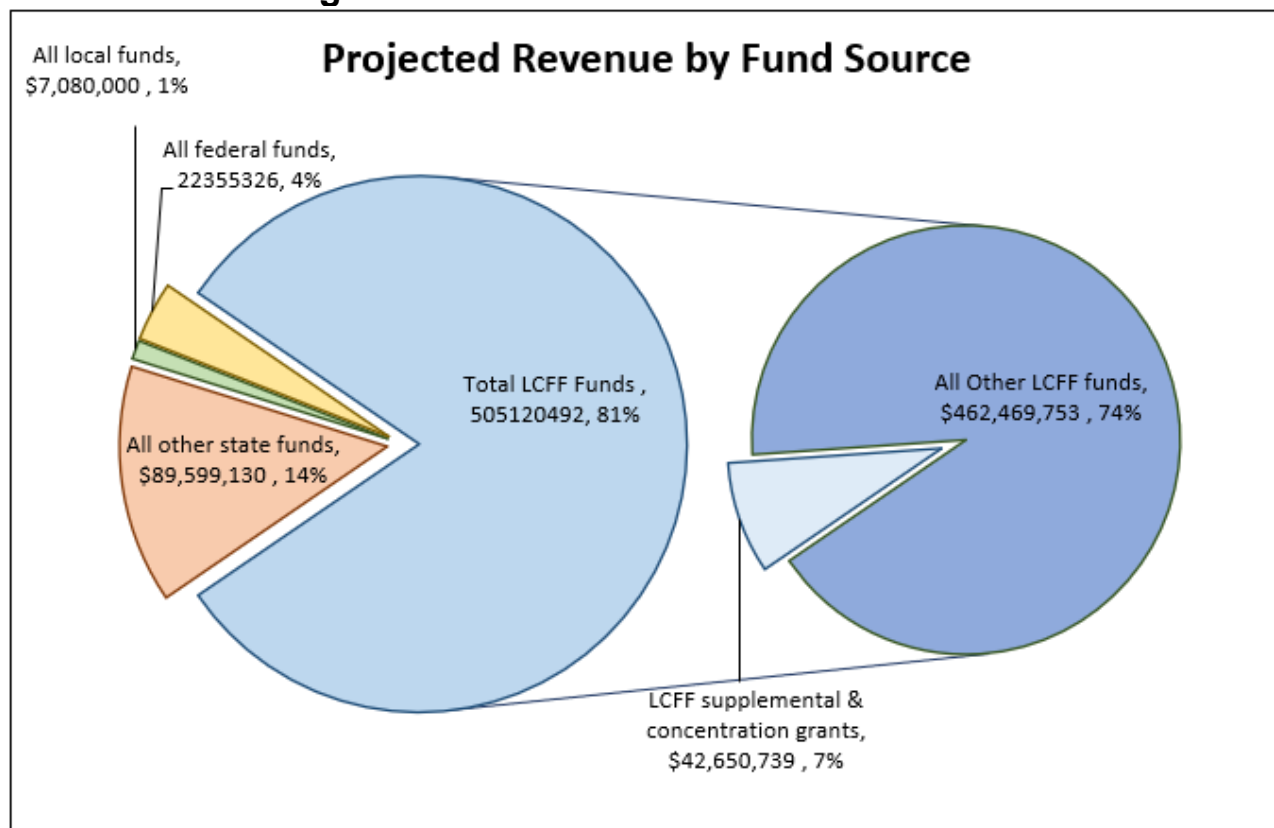
LEA contact information:

Dr. Samuel Buenrostro

Superintendent

(951)736-5010

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 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $7,080,000 , 1%

All federal funds, 22355326, 4%

All other state funds, $89,599,130 , 14%

Total LCFF Funds , 505120492, 81%

All Other LCFF funds, $462,469,753 , 74%

LCFF supplemental & concentration grants, $42,650,739 , 7%

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

The total revenue projected for Corona-Norco Unified School District is $624,154,948, of which $505,120,492 is Local Control Funding Formula (LCFF), $89,599,130 is other state funds, $7,080,000 is local funds, and $22,355,326 is federal funds. Of the $505,120,492 in LCFF Funds, $42,650,739 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.

Budgeted Expenditures in the LCAP
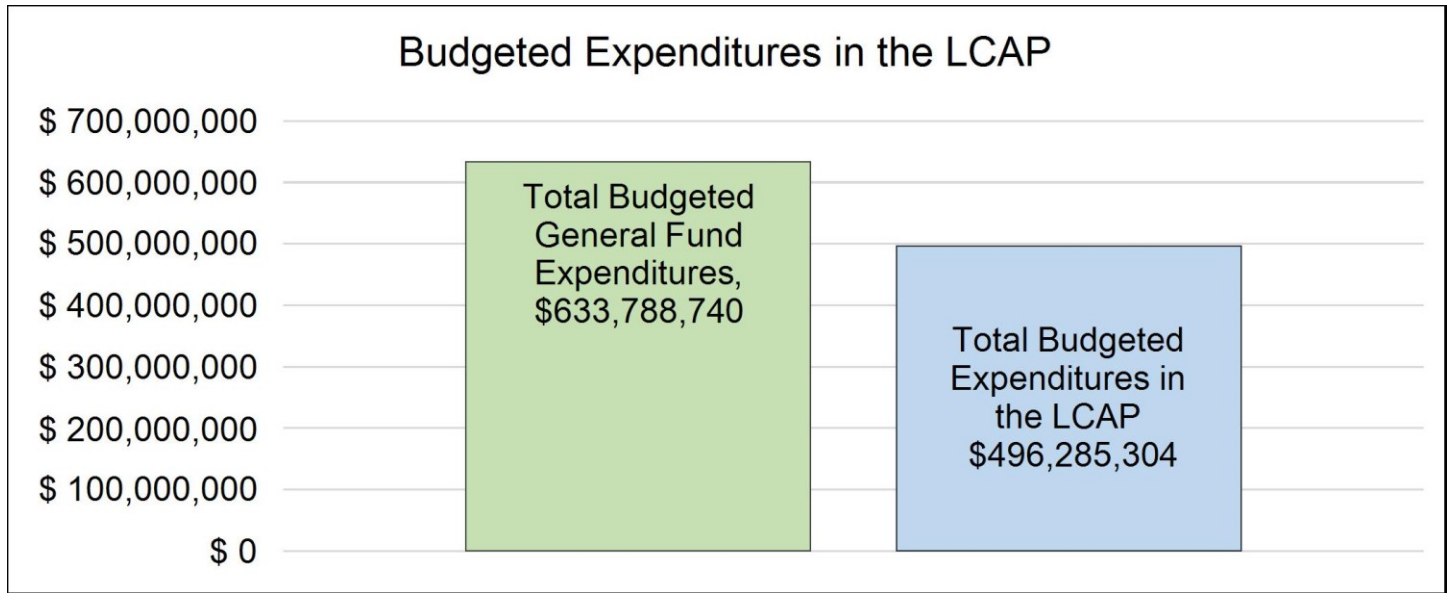
This chart provides a quick summary of how much Corona-Norco Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Corona-Norco Unified School District plans to spend $633,788,740 for the 2021-22 school year. Of that amount, $496,285,304 is tied to actions/services in the LCAP and $137,503,436 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
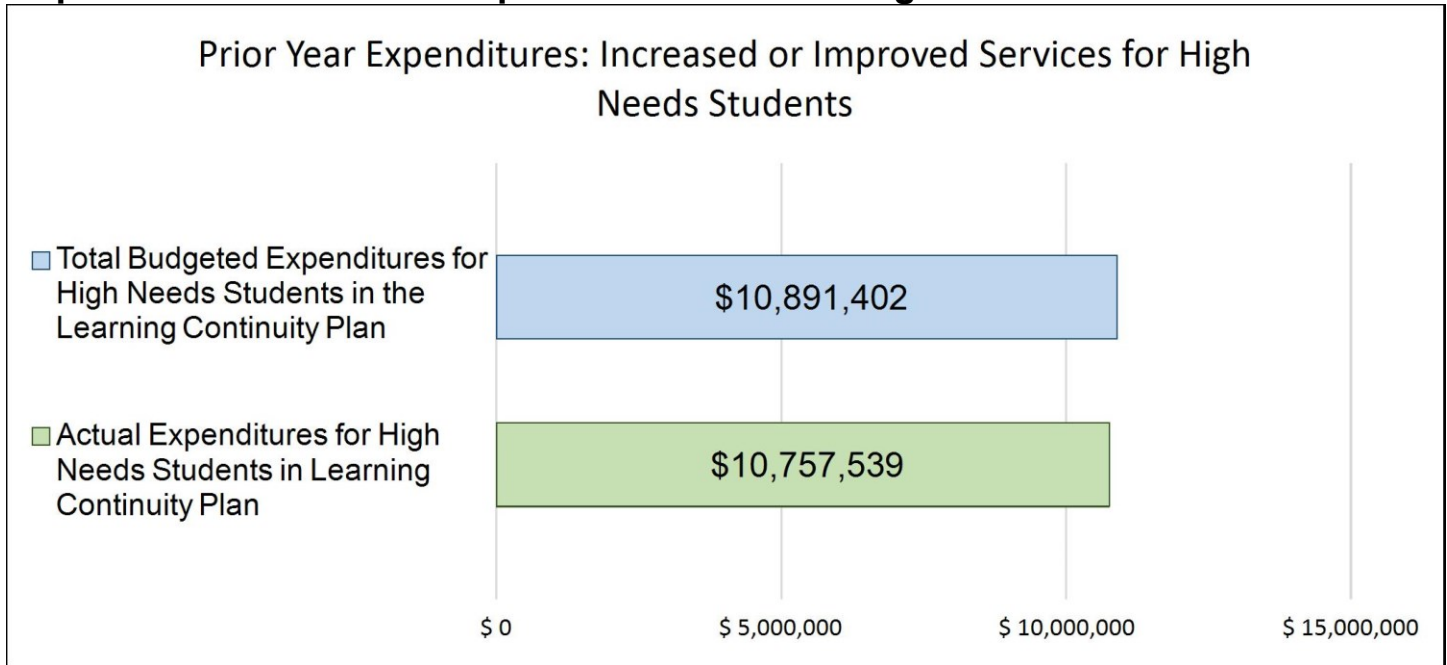
General operation costs, not included in the LCAP, include contributions to other programs, routine maintenance, general operating costs, and federal/state/local program funds. Expenditures in the general fund budget, but not in LCAP, also include operating expenditures such as utilities, debt service, obligations, capital project expenditures and materials/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Corona-Norco Unified School District is projecting it will receive $42,650,739 based on the enrollment of foster youth, English learner, and low-income students. Corona-Norco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corona-Norco Unified School District plans to spend $47,849,545 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$10,891,402**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$10,757,539**

This chart compares what Corona-Norco Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Corona-Norco 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.

In 2020-21, Corona-Norco Unified School District's Learning Continuity Plan budgeted $10,891,402 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent $10,757,539 for actions to increase or improve services for high needs students in 2020-21.

In the 2020-2021 Learning Continuity and Attendance Plan, specific actions were included that focused specifically on remote learning as these needs for CNUSD unduplicated students were the most urgent. Actions that were funded by CARES Act and LCAP Supplemental funding were included. The actions in the 2020-2021 Learning Continuity and Attendance Plan highlighted those activities that focused on three areas: Distance Learning Program, Pupil Learning Loss and Student Mental Health and Social Emotional Wellbeing. The projected revenue of LCFF supplemental funding not described in the 2020-2021 Learning Continuity and Attendance Plan include other activities designed to improve services for high need students. These include additional teachers, counselors, and services designed to primarily focus on the needs of the unduplicated students in CNUSD. The difference in actual expenditures is a result of unfilled bilingual assistant positions caused by the pandemic. Additionally, supplemental material costs were lower than expected or funded through other sources to meet the needs of the unduplicated students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Corona-Norco Unified School District	Dr. Samuel Buenrostro Superintendent	sbuenrostro@cnusd.k12.ca.us (951)736-5010

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	CNUSD Strategic Plan Goals 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ENGLISH LANGUAGE ARTS **19-20** * Overall - 61.48 % * Hispanic - 52.85 % * English Learner -16.77% * Low Income - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %	ENGLISH LANGUAGE ARTS Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Baseline Overall - 59% Hispanic - 50% English Learners - 16% Low Income - 47% Foster Youth- N/A African American - 55% Special Education - 14% RFEP - 74.01%	
Metric/Indicator MATH **19-20** * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 % **Baseline** Overall - 43% Hispanic - 33% English Learners - 13% Low Income - 30% Low Foster Youth N/A African American – 34% Special Education - 11% RFEP - 53.99%	MATH Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Metric/Indicator A-G COMPLETION **19-20** Overall 58.16% Hispanic 50.07% RFEP 57.71 English Learners 7.6% Low Income 48.11% Foster Youth 15.64 African American 59.51% **Baseline** Overall 50.2% Hispanic 40.8% RFEP N/A English Learners 3.3% Low Income 39.3% Foster Youth N/A African American 50.5%	A-G COMPLETION (Q SIS) Overall 58.75% Hispanic 50.57% RFEP 60.09% English Learners 18.12% Low Income 49.43% Foster Youth 29.63% African American 58.67%
Metric/Indicator **19-20** **Baseline**	

Expected	Actual
Metric/Indicator AP, IB OR COLLEGE COURSE PARTICIPATION **19-20** Overall - 31.63% Hispanic - 26.96% RFEP - 33.54% Low Income - 26.49% Foster Youth - 10.00% African American - 30.03% **Baseline** Overall - 30.63% Hispanic - 24.96% RFEP - 35.54% Low Income - 24.49% Foster Youth - 8.00% African American - 28.03%	AP, IB OR COLLEGE COURSE PARTICIPATION Overall - 27.47% Hispanic - 21.00% RFEP - 30.57% Low Income - 20.87% Foster Youth - 5.83% African American - 23.73%
Metric/Indicator PARTICIPATION IN AP TEST **19-20** Overall 77.75% Hispanic 72.47% RFEP 78.36% Low Income 76.32% Foster Youth 78.78% African American 72.17% **Baseline**	PARTICIPATION IN AP TEST (Collegeboard and Q SIS) Overall 71.36% Hispanic 66.51% RFEP 72.46% Low Income 50.0% Foster Youth 50.0% African American 56.57%

Expected	Actual
Overall 3781* Hispanic 1472 RFEP 967 Low Income 1265 Foster Youth 9 African American 239 *This metric was adjusted in 2017-18 from counting student numbers to expressing results in the percentage of students	
Metric/Indicator AP PASS RATE **19-20** Overall - 58.28% **Baseline** Overall - 53.4%	AP PASS RATE (Collegeboard and Q SIS) Overall - 61.07% Hispanic 54.99% RFEP 60.48% Low Income 75.00% Foster Youth 60.00% African American 51.75%
Metric/Indicator AP, IB OR COLLEGE COURSE SUCESS RATE **19-20** Overall - 94.14% Hispanic - 91.63% EL - 93.03% (data point was incorrectly labeled RFEP last year's LCAP) Low Income - 91.78% Foster Youth - 67.67% African American - 94.10% **Baseline** Overall - 93.64% Hispanic - 90.63%	AP, IB* OR COLLEGE COURSE SUCESS RATE Overall - 95.21% Hispanic - 93.48% EL - 86.51% Low Income - 93.30% Foster Youth - 83.33% African American - 93.65% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.

Expected	Actual
EL - 92.03% (data point was incorrectly labeled RFEP last year's LCAP) Low Income - 90.78% Foster Youth - 66.67% African American - 93.10%	
Metric/Indicator COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE **19-20** Overall - 52.7% Hispanic - 44.5% EL - 14.4% Low Income - 43.7% Foster Youth - 18.0% African American - 45.0% RFEP -N/A **Baseline** Overall - 51.7% Hispanic - 42.5% EL - 12.4% Low Income - 41.7% Foster Youth - 16.0% African American - 43.0% RFEP - N/A	COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Since the CCI is a combined metric that includes CAASPP scores, the CCI data was not reported this year.
Metric/Indicator EL RECLASSIFICATION RATE **19-20**	EL RECLASSIFICATION RATE (data Quest) 15.9%

Expected	Actual
Overall - 6.4% Meet or exceed county levels **Baseline** Overall - 11%	
Metric/Indicator EL PROGRESS TOWARD ENGLISH PROFICIENCY **19-20** Overall- 75.53% **Baseline** Overall 63.1%	EL PROGRESS TOWARD ENGLISH PROFICIENCY Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator EAP **19-20** ELA * Overall - 66.67 % Math * Overall - 39.93 % **Baseline** ELA 69% Math 34%	EAP Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report as the EAP information is the same data as the SBAC ELA and SBAC Math for grade 11 students.
Metric/Indicator LOCAL INDICATORS **19-20** Appropriate teacher assignment Maintain 100% Student access to core materials Maintain 100%	LOCAL INDICATORS Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%

Expected	Actual
Facilities in good repair Maintain 100% **Baseline** Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%	
Metric/Indicator IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION **19-20** ELA 100% Math 100% **Baseline** ELA 100% Math 100%	IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION ELA 100% Math 100%
Metric/Indicator EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS **19-20** ELA/ELD - 100% **Baseline** ELA/ELD - full implementation	EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS ELA/ELD - 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 1.3.1 (a-d)	a) $268,322,658 (LCFF) b) $27,248,467 (LCFF)	a) $268,322,658 (LCFF) b) $27,248,467 (LCFF)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
High quality staff will provide and support CCSS instruction and programs daily. a) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous instruction daily and support services. b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. d) An Intern Program with New York University will be implemented to focus in on hard to hire areas in intermediate and secondary schools with high numbers of unduplicated students.	c) $75,974,004 (LCFF) d) $381,180 (LCFF Supplemental) $150,000 (Title II) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	c) $75,974,004 (LCFF) d) $220,416 (LCFF Supplemental) $150,000 (Title II) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)
Goal 1. 3. 2 (a-c) Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair. a) All students will have sufficient textbooks and instructional materials. b) Supplemental Instructional materials will be purchased to support differentiation, principally directed toward unduplicated count students c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.	a) $2,829,723 (LCFF) b) $0 (LCFF/Supplemental) c) $25,397,422 (LCFF) $447,352 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),	a) $2,829,723 (LCFF) b) $0 (LCFF/Supplemental) c) $25,397,422 (LCFF) $458,758 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),
Goal 1. 3. 3 (a-h) High quality professional development will be made available to all staff and follow-up support and coaching will be provided. a) Provide all teachers with up to 30 hours of PD on research-based strategies and pedagogy to effectively implement rigorous instruction,	a) $1,800,000(LCFF Supplemental) b) $82,000 (LCFF) c) $200,000 (LCFF Supplemental) d) $1,571,312 (Title I, Title II, Title III) $404,979 (LCFF	a) $1,476,100.87 (LCFF/Supplemental) b) $ 82,000 (LCFF) c) $200,539.04 (LCFF/Supplemental) d) $1,323,572 (TI, TII, TIII) $ 436,199.22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
differentiation and implementation of instructional technology. Professional development can include capacity building, leadership training and site based professional learning. Walk through protocols will be employed to support and improve instruction for ELs, FY and LI students. Data will be used to identify areas of needed professional development. b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities. c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS. d) Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons and coach. e) Provide and support the implementation of CCSS standards-based instruction. Instructional Coaches will continue to provide CCSS implementation support. f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. g) Provide support to continue to continue supporting schools implementing a systematic approach in the areas of teaching and learning h) Provide additional support in rigorous curriculum.	Supplemental) e) $1,914,527 (LCFF Supplemental) f) $135,226 (LCFF Supplemental) g) $300,000 (LCFF Supplemental) h) $0 (LCFF Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	(LCFF/Supplemental) e) $1,514,068.84 (LCFF/Supplemental) f) $223,613.46 (LCFF/Supplemental) g) $130,900.73 (LCFF/Supplemental) h) $0 (LCFF/Supplemental)
Goal 1. 3. 4 (a-e) Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT	a) $907,818 (LCFF Supplemental) b) $50,000 (LCFF Supplemental) c) $1,301,316 (LCFF Supplemental) d) $186,000 (LCFF Supplemental) e) $168,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials),	a)$ 856,217.57 (LCFF/Supplemental) b) $12,905.34 (LCFF/Supplemental) c) $1,161,392.95 (LCFF/Supplemental) d) $185,096.10 (LCFF/Supplemental) e) $5,250.00 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
technicians will be provided to assist with educational technology support. b) With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites. c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. d) As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. e) With the implementation of iReady and various assessments, schools have the need for support with onsite training and support with data analysis to support differentiation and targeted instruction. The Genius Squad will be trained and deployed to support this.	5XXX (Contracted)	
Goal 1. 3. 5 Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA).	$805,702 (LCFF/Supplemental) 1XXX (Certificated),3XXX (Benefits)	$684,653.43 (LCFF/Supplemental)
Goal 1. 3. 6 (a-b)	a) $1,610,000 (LCFF/Supplemental) b) $1,000,000 (Title I)	a) $1,667,428.63 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	b) $1,000,000 (Title I)
Goal 1. 3. 7 (a-b) a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS. b) The purchase of supplemental science materials will continue for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students.	a) $192,881 (LCFF/Supplemental) b) $90,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $197,426.14 (LCFF/Supplemental) b) $77,750.07 (LCFF/Supplemental)
Goal 1. 3. 8 The creation of an Online School will allow the district to provide a high-quality educational option for students who are currently not attending CNUSD schools. Additionally, it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules.	$300,000 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$233,140.89 (LCFF/Supplemental)
Goal 1. 3. 9 Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth	a) $90,000 (LCFF) b) $331,179 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX	a) $90,000 (LCFF) b) $316,406.14 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Contracted)	
Goal 1. 3. 10 Design a Comprehensive Arts program for Elementary Schools.	$1,040,000 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	$1,070,698.77 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. Additionally, the state and federal government provided much needed financial relief to support the changing dynamics for educating CNUSD students which impacted some of the actual expenditures. One example of this can be seen in goal 1.3.6a, Professional Development. The CNUSD Professional Learning staff pivoted from providing "in-person" Professional Learning opportunities to providing virtual sessions. As the educational community pivoted to online learning, the content of the workshops changed from learning how to use Zoom, for example, to how to engage students in learning over Zoom and finally to what best practices can be employed while creating deep, relevant lessons in a Zoom environment. Within the digital environment, the options for Professional Learning have expanded and grown vastly. CNUSD leveraged the state and federal dollars that were received as Pandemic support for Professional Learning for teachers. While $1.8 million dollars was budgeted in LCAP, almost $1.5 was expended. The CNUSD Instructional coaching program adjusted during the Pandemic, as well. Some of our Teachers on Special Assignment were reassigned to teach in the virtual program and the need for teachers new to teaching was reduced. Therefore, the number of Induction support providers was reduced and costs were less.
Funding that was not used in some areas was expended in others where needed. Regarding funding for Summer School, budget was $1,610,000 to provide additional opportunities for students to attend summer school and recover needed credits. As the need was greater in summer 2020, $1,667,429 was expended to provide this service for CNUSD students. The CNUSD Elementary Arts program identified additional needs based on the conditions caused by the COVID-19 Pandemic. Students could no longer share materials such as paints, crayons and markers. Each student needed their own set of each of the art materials. While $1,040,000 was budgeted, $1,070,700 was expended. .

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as A-G completion. Overall the students grew from 56.16% to 58.75% completion rate, English Learners grew from 7.6% to more that 18% completion, and Foster Youth grew from 15.64% to 29.63% completion. These growth areas demonstrate a continued focus on preparing students to be college career ready. The CNUSD Advanced Placement test passage rate is another bright spot when looking at district data. Increases in student achievement can be see when analyzing growth in students overall who grew from 58.28% to 61.07%. Additionally, student achievement rate increases can be see in various subgroups such as Hispanic, Low Income, Foster Youth and African American students. Another success for the district in 2020 can be found in the reclassification of English Learners. The CNUSD reclassification rate grew from 6.4% in 2019 to 16% in 2020 which speaks to the focus on English Learners to increase student achievement.

Despite the school closures in March, 2020, CNUSD had great success in the implementation of actions and services. Professional learning was more important than ever before as teachers changed platforms overnight. Our Professional Learning division and teachers on special assignment created and hosted virtual trainings on Ed tech tools and tips including Google Classroom, Google Suite tools, Flipgrid and PearDeack. Additionally content specific training in digital lesson design as well as ELD and the virtual platform were also provided. Summer School was also changed to a virtual platform and held as scheduled to allow students the ability to retake classes, recover credits, take classes due to impacted schedules and graduate high school.

Challenges that presented themselves in the instructional program can be seen in various areas. As schools closed on 3/13/19 and the district moved from in person learning to learning in a digital environment, the need for technology became urgent. Before the Pandemic, CNUSD was not a one to one district. Considering access to wifi, not all student households in the district were equipped to support student learning. There was a need to supplement curriculum with digital resources. Teachers needed to adjust instruction moving from face to face to a virtual platform. As such, Professional Learning workshops needed to focus on the best instructional strategies in a digital environment. CNUSD focused on purchasing and deploying Chromebooks to students and providing wifi hotspots to families who needed access to the Internet for student learning. As the deployment of Chromebooks and hotspots continued, those students who did not have access to technology were provided with hard copies of workbooks, and supplemental materials to continue student learning. At the end of 19-20, over $17,000,000 had been expended for student technology through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Professional Learning (PL) workshops were created and delivered to teachers within the first two weeks after school closures. The process of refinement and adjustment of PL sessions was based on teacher feedback and continued over that time to ensure that needs were met.

Goal 2

Goal 2: Close the identified Achievement Gap by providing targeted, additional support to meet the needs of students who are not meeting standards in the core instructional program.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: CNUSD Strategic Plan Goals 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ENGLISH LANGUAGE ARTS **19-20** * Overall - 61.48 % * Hispanic - 52.85 % * English Learner -16.77% * Low Income - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %	ENGLISH LANGUGE ARTS Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Baseline Overall - 59% High Hispanic - 50% English Learners - 16% Low Income - 47% Low Foster Youth- N/A African American - 55% Special Education - 14% RFEP - 74.01%	
Metric/Indicator MATH **19-20** * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 % **Baseline** Overall - 43% Hispanic - 33% English Learners -13% Low Income - 30% Foster Youth N/A African American – 34% Special Education- 11% RFEP - 53.99%	MATH Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Metric/Indicator A-G COMPLETION **19-20** Overall 58.16% Hispanic 50.07% RFEP 57.71 English Learners 7.6% Low Income 48.11% Foster Youth 15.64 African American 59.51% **Baseline** Overall 50.2% Hispanic 40.8% RFEP N/A English Learners 3.3% Low Income 39.3% Foster Youth N/A African American 50.5%	A-G COMPLETION (Q SIS) Overall 58.75 % Hispanic 50.57 % RFEP 60.09 % English Learners 18.12 % Low Income 49.43 % Foster Youth 29.63 % African American 58.67 %
Metric/Indicator EL PROGRESS TOWARD ENGLISH PROFICIENCY **19-20** 75.53% **Baseline** 63.1%	EL PROGRESS TOWARD ENGLISH PROFICIENCY Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator AP, IB OR COLLEGE COURSE PARTICIPATION **19-20** Overall- 31.63%	AP, IB OR COLLEGE COURSE PARTICIPATION Overall- 27.47% Hispanic- 21.0% RFEP- 30.57%

Expected	Actual
Hispanic- 26.96% RFEP- 35.54% Low Income- 26.49% Foster Youth - 10.00% African American - 30.03% **Baseline** Overall - 30.63% Hispanic - 24.96% RFEP - 35.54% Low Income - 24.49% Foster Youth - 8.00% African American - 28.03%	Low Income- 9.84% Foster Youth - 5.83% African American - 23.73%
Metric/Indicator PARTICIPATION IN AP TEST **19-20** Overall 77.75% Hispanic 72.47% RFEP 78.36% Low Income 76.32% Foster Youth 78.78% African American 72.17% **Baseline** Overall 3781* Hispanic 1472 RFEP 967 Low Income 1265 Foster Youth 9 African American 239	PARTICIPATION IN AP TEST (Collegeboard and Q SIS) Overall 71.36% Hispanic 66.51% RFEP 72.46% Low Income 50.00% Foster Youth 50.00% African American 56.57%

Expected	Actual
*This metric was adjusted in 2017-18 from counting student numbers to expressing results in the percentage of students	
Metric/Indicator AP PASS RATE **19-20** Overall - 58.28% **Baseline** Overall - 53.4% Improvement Goal to Increase Student Achievement Meet or exceed county levels	AP PASS RATE (Collegeboard and Q SIS) Overall 61.07% Hispanic 54.99% RFEP 60.48% Low Income 75.00% Foster Youth 60.0% African American 51.75%
Metric/Indicator AP, IB OR COLLEGE COURSE SUCESS RATE **19-20** Overall - 94.14% Hispanic - 91.63% EL - 93.03% Low Income - 91.78% Foster Youth - 67.67% African American - 94.10% RFEP - 94.64% **Baseline** Overall - 93.64% Hispanic - 90.63% EL - 92.03% Low Income - 90.78% Foster Youth - 66.67% African American - 93.10% RFEP - 93.64%	AP, IB* OR COLLEGE COURSE SUCESS RATE Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.

Expected	Actual
Metric/Indicator COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE **19-20** Overall - 52.7% Hispanic - 44.5% EL - 14.4% Low Income - 43.7% Foster Youth - 18.0% African American - 45.0% RFEP -N/A **Baseline** Overall - 51.7% Hispanic - 42.5% EL - 12.4% Low Income - 41.7% Foster Youth - 16.0% African American - 43.0% RFEP - N/A	COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Since the CCI is a combined metric that includes CAASPP scores, the CCI data was not reported this year.
Metric/Indicator EL RECLASSIFICATION RATE **19-20** Overall - 6.4% **Baseline** Overall - 11%	EL RECLASSIFICATION RATE (Data Quest) 15.9%

Expected	Actual
Metric/Indicator EAP **19-20** ELA * Overall - 66.67 % Math * Overall - 39.93 % **Baseline** ELA 69% Math 34%	EAP Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator LOCAL INDICATORS **19-20** Appropriate teacher assignment Maintain 100% Student access to core materials Maintain 100% Facilities in good repair Maintain 100% **Baseline** Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%	LOCAL INDICATORS Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%
Metric/Indicator IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION **19-20** ELA 100% Math 100%	IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION ELA 100% Math 100%

Expected	Actual
Baseline ELA 100% Math 100%	
Metric/Indicator EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS **19-20** ELA/ELD - 100% **Baseline** ELA/ELD - full implementation	EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS ELA/ELD - 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 1(a-d) Supplemental Support will be provided to support Unduplicated students towards college readiness: a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process. b) With the implementation of Equal Opportunity Schools and the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials and summer preparation classes. c) Expand the Puente program to support English Learner students and Hispanic students. d) Support Dual Enrollment with Norco College.	a) $110,000 (LCFF/Supplemental) b) $500,000 (LCFF/Supplemental) c) $20,000 (LCFF/Supplemental) d) $140,000 (LCFF/Supplemental) LCFF/Supplemental 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $77,196.00 (LCFF/Supplemental) b) $338,959.15 (LCFF/Supplemental) c) $2,088.31(LCFF/Supplemental) d) $3,000.00 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 2 (a-b) Provide additional support to foster youth TK-12: a) Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet five times a year to receive safety information, gain information and access to tutoring, and visit colleges. b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.	a) $10,000 (McKinney Vento) b) $10,000 (Title I) 1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted)	a) $10,000 (McKinney Vento) b) $10,000 (Title I)
Goal 2. 3. 3 Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI and Foster Youth.	$2,400,379 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$2,121,118.67 (LCFF/Supplemental)
Goal 2. 3. 4 (a-c) Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth: a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students with the reduction of class sizes. b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English	a) $1,242,363 (LCFF/Supplemental) b) $6,598,267 (LCFF/Supplemental) c) $1,646,231 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $1,438,793.33 (LCFF/Supplemental) b) $ 5,636,059 (LCFF/Supplemental) c) $1,693,680.76 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth.		
Goal 2. 3. 5 (a-b) Unduplicated students will be provided additional support to graduate high school: a) Provide additional opportunities for students to graduate high school through Credit Recovery. b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment.	a) $260,689 (LCFF/Supplemental) b) $147,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $147,570.66 (LCFF/Supplemental) b) $145,556.09 (LCFF/Supplemental)
Goal 2. 3. 6 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students and Foster Youth at Riverview Elementary and Sierra Vista Elementary.	$0 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$0 (LCFF/Supplemental)
Goal 2. 3. 7 Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students.	$442,217 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$452,976.72 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 8 (a-d) Intervention materials and supports will be provided in ELA and Math: a) Materials, such as iReady, will be provided to K-8 that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards. b) Math materials will be purchased to support intervention at Intermediate schools c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade d) Supplemental Materials will be provided to support the academic achievement of Unduplicated Students	a) $856,820 (LCFF Supplemental) b) $100,000 (LCFF Supplemental) c) $450,000 (LCFF Supplemental) d) $200,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $916,086.00 (LCFF/Supplemental) b) $670.71 (LCFF/Supplemental) c) $151,833.34 (LCFF/Supplemental) d) $202,521.11 (LCFF/Supplemental)
Goal 2. 3. 9 Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers.	$0 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$0 (LCFF/Supplemental)
Goal 2. 3. 10 Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners	$10,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$193.14 (LCFF/Supplemental)
Goal 2. 3. 11 (a-b) AVID and personnel supports will be provided TK-12:	a) $91,485 (LCFF/Supplemental) b) $2,136,243 (LCFF/Supplemental)	a)$57,955.72 (LCFF/Supplemental) b) $1,128,434.51

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Additional personnel will support the improvement of the academic programs focused on at-risk populations. b) Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	(LCFF/Supplemental)
Goal 2. 3.12 (a-f)) Additional supports will be provided to address the specific needs of At-Risk populations: a) Additional Intervention Support for Corona Ranch Elementary School. b) Provide additional translators to support parent involvement in the educational process. c) Support Personnel for English Learner students, Low Income and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel. e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need. f) Continue to provide Instructional Assistants for students needing additional support including primary language support.	a) $69,555 (LCFF/Supplemental) $68,648 (Title I) b) $138,344 (LCFF/Supplemental) c) $721,221(LCFF/Supplemental) d) $1,595,989 (LCFF) e) $25,682,852(LCFF) f) $1,737,324 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	a) $71,180.44 (LCFF/Supplemental) $71,180 (Title I) b) $146,422.59 (LCFF/Supplemental) c) $786,772.97 (LCFF/Supplemental) d) $1,595,989 (LCFF) e) $25,682,852 (LCFF) f) $1,607,352.16 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 13 Additional Support for At Risk Students	$222,537 (LCFF Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. Additionally, the state and federal government provided much needed financial relief to support the changing dynamics for educating CNUSD students which impacted some of the actual expenditures. Some examples of this include additional supplemental materials, additional personnel to support students in the virtual setting, and support for students in specialized programs. When considering these areas, costs exceeded the budgeted amounts. As one considers the opportunity and learning gaps for some of the underrepresented student groups, additional support was critical for these students. Some examples of this included costs for additional teachers to support students in a digital environment as reported in goal 2.3.4a and additional instructional supports for interventions as described in 2.3.4c. The costs for both these actions were greater than what was budgeted. The Dual Language Immersion Program is an important program in CNUSD that provides equity for the English Learners in the program. Costs for personnel exceeded budgeted amounts to employ highly qualified staff to support the students in the digital setting. When considering the transition from face to face instruction to digital learning, additional materials were needed. Costs exceeded budgeted amounts in goal 2.3.8 to purchase additional materials to support learning. Communication with families was even more important during the beginning stages of the Pandemic and with that costs for translators and support personnell exceeded budgeted amounts. Funding that was not used in some areas was expended in others where needed, such as the examples given.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as A-G completion. Overall the students grew from 56.16% to 58.75% completion rate, English Learners grew from 7.6% to more that 18% completion, and Foster Youth grew from 15.64% to 29.63% completion. These growth areas demonstrate a continued focus on preparing students to be college career ready. The CNUSD Advanced Placement test passage rate is another bright spot when looking at district data. Increases in student achievement can be see when analyzing growth in students overall who grew from

58.28% to 61.07%. Additionally, student achievement rate increases can be see in various subgroups such as Hispanic, Low Income, Foster Youth and African American students. Another success for the district in 2020 can be found in the reclassification of English Learners. The CNUSD reclassification rate grew from 6.4% in 2019 to 16% in 2020 which speaks to the focus on English Learners to increase student achievement.

Challenges that presented themselves in the instructional program can be seen in several areas. As schools closed on 3/13/19 and the district moved from in person learning to learning in a digital environment, the need for technology became urgent. Before the Pandemic, CNUSD was not a one to one district. Considering access to wifi, not all student households in the district were equipped to support student learning. There was a need to supplement curriculum with digital resources. Teachers needed to adjust instruction moving from face to face to a virtual platform. As such, Professional Learning workshops needed to focus on the best instructional strategies in a digital environment. CNUSD focused on purchasing and deploying Chromebooks to students and providing wifi hotspots to families who needed access to the Internet for student learning. Initial deployments of computers and wifi hotspots were focused on the students most in need, the unduplicated students. As the deployment of Chromebooks and hotspots continued, those students who did not have access to technology were provided with hard copies of workbooks, and supplemental materials to continue student learning. Considering the needs of unduplicated students during this process was important.   At the end of 19-20, over $17,000,000 had been expended for student technology through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Processes at school sites were developed to monitor and support students who experienced difficulties in participating in online learning. Schools developed lists of students who were not engaging and teams reached out to students and families via telephone and home visits. School teams and the CNUSD Parent Center provided support to families who were having difficulty with navigating the student digital platforms and content programs. Professional Learning (PL) workshops were created and delivered to teachers within the first two weeks after school closures. The process of refinement and adjustment of PL sessions was based on teacher feedback and continued over that time to ensure that needs were met.

Goal 3

Goal 3: Increase the number of students who complete CTE capstone classes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator TWO-YEAR CTE PATHWAY COMPLETERS **19-20** Overall 733* Hispanic 318 African American 38 Low Income 290 Foster Youth 1 SWD 124 EL 50 REFP 141 Male 409 Female 325 *This metric is reported in student numbers.	TWO-YEAR CTE PATHWAY COMPLETERS Overall - 1,132* Hispanic - 543 African American - 53 Low Income - 430 Foster Youth - 0 SWD - 167 EL - 70 REFP - 242 Male - 606 Female - 526 *This metric is reported in student numbers.

Expected	Actual
Baseline Overall 726* Hispanic 315 African American 37 Low Income 287 Foster Youth 0 SWD 122 EL 49 REFP 139 Male 405 Female 321 *This metric is reported in student numbers.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 3. 3. 1 CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. Site meetings will be held to review district and site data, set goals, and monitor. Implement A GRADUATE FOLLOW UP SYSTEM	$15,000 (LCFF/Supplemental) 5XXX (Contracted)	$15,000.00 (LCFF/Supplemental)
Goal 3. 3. 2 Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in the appropriate sequenced courses. Counselors will place 9th grade students in a first-year participant course of a career pathway. Annual	$75,000 (LCFF/Supplemental) 5XXX (Contracted)	$62,246.75 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.		
Goal 3. 3. 3 Provide professional development for CTE teachers in the following areas: • Literacy • Industry • PBL and WBL • Externships • School site visits Other areas identified throughout the year based on review of district and site data	a) $250,000 (CTE Funding) b) $10,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $138,227 (CTE Funding) b) $0 (LCFF/Supplemental)
Goal 3. 3. 4 Monitor and support English Learner students, Low Income students and Foster Youth students for enrollment and successful completion of capstone courses.	$5,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$ 0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All LCAP funding budgeted under Goal 3 was utilized for the Actions/Services identified under this goal. Regarding action/service 3.3.2, focus on the unduplicated students to complete coursework became paramount for CNUSD counseling staff. Counselors supported students through continued efforts to contact students and families so that engagement in school continued.

Approximately $138,227 in CTE funding was utilized in action/service 3.3.3 for professional development prior to COVID-19 school closures. Professional Learning for the CTE teachers was redesigned and focused on supporting effective teaching strategies in a digital environment which was especially difficult in a content area that is so hands on. CTE staff met virtually to discuss next steps regarding student and staff support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

When looking at the Two Year Career Technical Education Pathway (CTE) completer data, one can see the CNUSD is dedicated to providing deep CTE experiences for students. Even in the beginning stages of the COVID-19 Pandemic, growth in the numbers of students who completed 2 year course pathways can be seen. Numbers of students, overall, who completed the 2 year course sequence grew from 733 in 18-19 to 1,132 in 2020. Students in underrepresented subgroups also experienced growth. For example, numbers of Hispanic student completers grew from 318 in 19-20 to 543 in 2020 and students of African American descent who completed the pathways grew from 38 to 53. Numbers of Low Income students completing a two year CTE pathway grew from 290 in 19-20 to 430 in 2020 and numbers of students that are English Learners enrolled in the 2 year CTE pathways grew from 50 students to 70 students. Increases in student 2 year CTE completers of both genders increased, as well. Males grew from numbering 409 in 19-20 to 606 in 2020 and Female numbers grew from 325 in 19-20 to 526 students in 2020.

An important data point for the CTE program is the CTE graduate survey. This survey was conducted with data reported to CALPADS. COVID school closures presented a challenge for this process in that the school was not able to collect all the needed graduate contact data. As schools closed in March 2020, access to CaliforniaColleges.edu, an online program, continued to be provided to counselors, students and families for the purpose of college and career exploration and planning. This program became especially important in a digital environment and was used to keep students on track.

As the district and families pivoted from face to face instruction to a digital environment, the needs for Professional Learning became very different. The costs represented for specific CTE training above occurred before school closures. After school closures, CTE teachers participated in the district Professional Learning workshops described in Goal 1 focused on the usage of digital instruction and digital tools.

Goal 4

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth, strong employment opportunity.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: CNUSD Strategic Plan Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CTE PARTICIPATION **19-20** Overall 6,651* Hispanic 3,541 African American 443 Low Income 2,867 Foster Youth 53 SWD 1,100 EL 643 RFEP 1,559 Male 4,380 Female 2,272 *This metric is reported in student numbers.	CTE PARTICIPATION Overall - 7,840* Hispanic - 4,486 African American - 525 Low Income - 3,096 Foster Youth - 57 SWD - 1,171 EL - 695 RFEP - 1,736 Male - 5,297 Female - 3,093 *This metric is reported in student numbers.

Expected	Actual
Baseline Overall 14,843* Hispanic 7,549 African American 1,035 Low Income 5,026 Foster Youth 176 SWD 1,946 EL 979 REFP 3,267 Male 8,793 Female 6,050 *This metric is reported in student numbers. *Goals were entered incorrectly and were reset 18/19 and 19/20 based on 17/18 data	
Metric/Indicator INDUSTRY CERTIFICATION COMPLETERS (UNDUPLICATED) **19-20** Overall 781* Hispanic 305 African American 42 Low Income 258 Foster Youth 1 SWD 47 EL 24 REFP 155 Male 403 Female 378 *This metric is reported in student numbers. **Baseline** Overall 773* Hispanic 302 African American 41	INDUSTRY CERTIFICATION COMPLETERS (UNDUPLICATED) - **DATA WAS NOT COLLECTED AS INDUSTRY CERTIFICATIONS ARE GIVEN AT THE END OF THE SCHOOL YEAR AND WERE NOT COMPLETED DUE TO THE PANDEMIC AND SCHOOL CLOSURES.**

Expected	Actual
Low Income 255 Foster Youth 0 SWD 46 EL 23 REFP 153 Male 399 Female 374 *This metric is reported in student numbers.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4. 3. 1 Implement, monitor and support new high yield, high wage, and high growth CTE pathways. Expand existing high yield, high wage and high growth CTE pathways. Support Project Lead The Way (PLTW) at Corona High School. Create, support and expand CTE Pathways at all high schools.	$500,000 (CTE Funding) $50,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$ 500,000 (CTE Funding) $ 41,725.09 (LCFF/Supplemental)
Goal 4. 3. 2 Support and expand middle school/intermediate school career pathways, PLTW-Gateway and Medical Sciences.	$35,000 - (CTE Funding) $34,750 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$35,000 (CTE Funding) $78,620.34 (LCFF/Supplemental)
Goal 4. 3. 3 Pathway Support (equipment, supplies and training)	$1,500,000 (CTE Funding) $0(LCFF/Supplemental)	$1,500,000 (CTE Funding) $0 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	
Goal 4. 3. 4 Meet with the following committees a minimum of two times per year: • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison • Hire a Medical Pathway Consultant	$250,000 (CTE Funding) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$250,000 (CTE Funding)
Goal 4. 3. 5 • Staff to monitor and oversee CTE Programs. • Additional teachers will be hired to support the implementation of CTE classes and pathways. • Increase Articulation Agreements with colleges and universities. • Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. • Two-year CTE grant funded district CTE counselor to assist site counselors, develop business/industry relationships and coordinate events/activities/courses with the local community colleges.	$1,516,467 (LCFF/Supplemental) $161,284 (LCFF/Supplemental) $150,000 (CTE Funding) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	$1,510,496.16 (LCFF/Supplemental) $165,257.83 (LCFF/Supplemental) $150,000 (CTE Funding)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4.3.6 Student leadership is one component of a highly effective CTE Program. Students, in particular English Learners, Low Income students and Foster youth, will be encouraged to participate in the leadership competitions tied to high growth industries.	$54,000(CTE Funding) $20,000 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	15,000 (CTE Funding) 1,032.65 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All LCAP funding budgeted under Goal 4, with the exception of Action 4.3.6, was utilized for the Actions/Services identified under this goal. Due to school/district closures, student conferences and activities cost less as they were provided in a digital format . Funds not utilized under Goal 4, due to COVID-19 school closures were reallocated to other goals of the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Classroom instruction was successfully moved online. Hands-on activities were designed to utilize materials in the student's home or were provided by the school as take-home packets. CTE Grant funding continued at full dollar amounts. COVID-19 restrictions only affected the CTE students' ability to attend region, state and national conferences in-person. Most conferences did move to a virtual format which decreased the cost of attendance.

Goal 5

Goal 5: Implement measures at all schools to foster positive school environments and support students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator STUDENT SOCIAL EMOTIONAL LEARNING ENVIRONMENT SURVEY **19-20** 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 10,073 Knowledge of Fairness 80.5% Sense of Belonging 74% Support for Academics 79% Safety 68.5% **Baseline** 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 10,073 Knowledge of Fairness 79.5% Sense of Belonging 73% Support for Academics 78% Safety 67.5%	STUDENT SOCIAL EMOTIONAL LEARNING ENVIRONMENT SURVEY 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 8,018 Knowledge of Fairness 70.5% Sense of Belonging 70.5% Support for Academics 77.5% Safety 68.5%

Expected	Actual
Metric/Indicator SCHOOL ATTENDANCE RATES **19-20** Overall 95.43% **Baseline** Overall 96%	SCHOOL ATTENDANCE RATES Overall 95.77%
Metric/Indicator MIDDLE SCHOOL DROPOUT RATES **19-20** Overall 0.0% **Baseline** Overall 0.0%	MIDDLE SCHOOL DROPOUT RATES 0.0%
Metric/Indicator HIGH SCHOOL DROP OUT RATES **19-20** Overall 3.2% **Baseline** Overall 2.6%%	HIGH SCHOOL DROP OUT RATES Overall 2.7%
Metric/Indicator HIGH SCHOOL GRADUATION RATES **19-20** Overall 93.8% **Baseline** Overall 94.8%	HIGH SCHOOL GRADUATION RATES (dataquest) Overall 95.6%

Expected	Actual
Metric/Indicator CHRONIC ABSENTEE RATE **19-20** Overall 7.35% Hispanic 7.7% English Learners 6.3% RFEP 7.1% Low Income 9.3% Foster Youth 15.2% African American 8.2% Special Education 10.8% **Baseline** Overall 9.5% Hispanic 10.2% English Learners 9.1% RFEP 7.9% Low Income 11.8% Foster Youth 17.5% African American 10.3% Special Education 14.6%	CHRONIC ABSENTEE RATE Overall 5.51% Hispanic 6.41% English Learners 5.75% RFEP 6.2% Low Income 7.75% Foster Youth 14.11% African American 6.94% Special Education 7.8%
Metric/Indicator SUSPENSION RATES **19-20** Overall - 2.7% **Baseline** Overall - 2.7%	SUSPENSION RATES Overall - 2.5%

Expected	Actual
Metric/Indicator EXPULSION RATES **19-20** Overall - 0.13% **Baseline** Overall - 0.2%	EXPULSION RATES Overall - 0.10%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. Provide more training on how to access new DARTT report features.	$20,000 (LCFF/Supplemental) 4XXX (Materials)	$5,548.49 (LCFF/ Supplemental)
Goal 5. 3. 2 (a-d) a.) Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). b.) Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. c.)Support 7th and 8th grade students with the "Teen Talk" program. d.)Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students. Expansion of the SEL survey will continue the following school year.	a. $ 72,260 (LCFF/Supplemental) b. $ 35,000 (LCFF/Supplemental) c. $ 5,000 (LCFF/Supplemental) d. $ 21,000 (LCFF/ Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	a-d) $132,160.12 (LCFF/ Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 3 (a-c) a.) Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin revisiting with Cohort schools to provide ongoing support and professional development. b.) Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support. c.) Implement, "Boys Town Training" for teachers and Intense Intervention (II) programs.	a. $1,000,000 (LCFF/Supplemental) b. $300,000 (LCFF/Supplemental) c. $50,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	a-c) $950,496.87 (LCFF/Supplemental)
Goal 5. 3. 4 (a-b) a.)Provide ongoing Intervention Counselors at the Five Comprehensive High Schools and Continuation High School. b.)Implement Safety Programs districtwide; "Be a Buddy not a Bully" and training in Mental Health.	a. $763,918 (LCFF/Supplemental) b. $0 1XXX (Certificated), 3XXX (Benefits)	a) $$737,917.22 (LCFF/Supplemental) b) 0
Goal 5. 3. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SROs and increase number of SRO's.	$1,058,238 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits)	$968,259.45 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 6 A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools.	$72,196 (LCFF/Supplemental) $71,259 (Title III) 1XXX (Certificated), 3XXX (Benefits)	$73,995.90 (LCFF/Supplemental)
Goal 5. 2. 7 (a-b) a) Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services. b) An additional counselor will be assigned to support Foster Youth. An additional counselor will be supporting EL, Foster Youth and Low-Income students.	a) $2,551,923 (LCFF/Supplemental) b) $146,312 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $2,578,155.55 (LCFF/ Supplemental) b) $112,119.19 (LCFF/ Supplemental)
Goal 5. 3. 8 (a-c) Support mental health in district schools by implementing the following: a. Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. Include a framework to measure results and accountability. b. Maintain School Nurse to support the physical and mental health of our students. Additional nursing services will be provided through contracted services. c. Maintain Aides and continue training to implement Tier II supports for elementary schools K-6.	a. $300,000 (LCFF/Supplemental) b. $300,000(LCFF/Supplemental) c. $466,110 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted)	a -c) $969,353.26 (LCFF/ Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 9 Provide support for UNITY programs in the district to support students in the area of social-emotional growth.	$45,000 (LEA MAA) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$8,669 (LEA MAA)
Goal 5. 2. 10 Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.	$0 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. School closures required a shifting of resources to address the new needs in view of the Pandemic. Actions such as the World Kindness Conference did not take place in person and so transportation was not needed. As schools were closed, Academic Saturday did not take place after March 13, 2020 for the academic year of 19-20. Work with the PBIS consultant for coaching and professional learning occurred in the beginning part of the year and with the school closures, work paused to begin again in the new year. 20-21 Student Resource officers were not needed at all schools and so a few were released. This brought costs down. The counselor dedicated to supporting the Foster Youth in action/service 5.2.7 shifted focus from the in person special events that had been planned to support CNUSD foster students to a digital presence, funding for those events were focused on other areas. Finally, several of the Unity camps were cancelled due to the Pandemic resulting in lowered costs in action/service 5.3.9. While these actions did not go ahead as planned, teams were engaged in planning the next steps to address student needs. Funding that was not spent was used in other areas where needed such as technology.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as attendance rates, dropout rates, Graduation rates, suspension and expulsion rates. When considering attendance rates, CNUSD students reported a increase to 95.77% and graduation rates rose to 95.6% from 98.3%. Drop out rates are also a bright spot for the

district. Middle school dropout rates continued to be 0% and high school drop our rates fell from 3.2% to 2.7%. Suspension rates fell from 2.7% to 2.5% and expulsion rates fell from 0.13% to 0.10%.

Chronic Absenteeism is another bright spot for CNUSD and represents the hard work of the district staff to make sure students were attending school, especially our most vulnerable students - the unduplicated students. Staff engaged in significant out reach efforts through phone calls, home visits and the like. The Chronic Absenteeism data reflects drops in rates for Overall as well as all subgroups.

The Panorama Survey is administered yearly to students in fourth, seventh and eighth grade to ascertain student thoughts about social emotional well being. The Panorama Survey measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom.   CNUSD uses several sections of the survey to measure these important facets of student life. With school closures, it has become all important to understand the social emotional well being of CNUSD students. A challenge to the administration of this survey was that when schools closed, the administration was underway of the survey which made follow up for students who had not engaged very difficult. The number of participants fell from baseline of 10,073 to 8,018. Additionally, the student responses show drops in all areas, Knowledge of Fairness, Sense of Belonging, Support for Academics and Safety. Given that this survey was given in real time during the initial school closures, the data demonstrates the changing times and student reaction to the conditions presented by the Pandemic.

Goal 6

Goal 6: Establish home-school partnerships which build solid relationships between school and family.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PARENT INVOLVEMENT **19-20** Overall - 12,903 **Baseline** Overall - 7,500	PARENT INVOLVEMENT Overall - 14,486
Metric/Indicator PARENT SATISFACTION/ CLIMATE SURVEY **19-20** School is an inviting place to learn - 88% School encourages students of all races to enroll in challenging courses - 69% School welcomes parent input and contribution - 67% **Baseline** School is an inviting place to learn - 94% School encourages students of all races to enroll in challenging courses - 78%	PARENT SATISFACTION/ CLIMATE SURVEY Parent satisfaction surveys are conducted in the late Spring and were not administered due to the school closures caused by the COVID19 Pandemic

Expected	Actual
School welcomes parent input and contribution - 78%	
Metric/Indicator TEACHER SATISFACTION/CLIMATE SURVEY **19-20** Welcoming environment at the school site - 94% Safe school and classroom environment - 95% Developing a school site anti-bullying plan that addresses bullying at all levels - 92% **Baseline** Welcoming environment at the school site - 88%% Safe school and classroom environment - 100% Developing a school site anti-bullying plan that addresses bullying at all levels - 82%	TEACHER SATISFACTION/CLIMATE SURVEY Teachers satisfaction surveys are conducted in the late Spring and were not administered due to the school closures caused by the COVID19 Pandemic

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 6. 3. 1 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. Programs and services to support the family partnership and positive school climate will be implemented such as: • Action Team for Partnership (ATP) • Community and School Impact Network (CSI) • Parent Project/Parent Education Workshops • Counseling Plan/Summer Connect/Student-Parent Outreach	$0 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	0 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Family Friendly Schools Workshops • Provide support for Parent Information Nights • Mentor-ship (middle schools) Additional Services)		
Goal 6. 3. 2 Establish a centralized Parent Center for parents to access the following: • College and Career Pathways • Academic Support • Interventions and counseling • Parent Information Workshops/Training • Support for parental involvement • Mentorship Resources/Programs Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include: • Director • TSA • Clerical support	$910,000 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$ 871,029.64 (LCFF/Supplemental)
Goal 6. 3.3 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.	$1,500 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	$1,382.25 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. School closures required a shifting of resources to address the new needs in view of the Pandemic. Most of the actions/services in Goal 6 went ahead as planned and expenditures were in line with the 2019-2020 CNUSD LCAP.   Almost $39,000 was not expended in goal 6.3.2 due to school/district closures related to the COVID-19 Pandemic. This funding would have been used to support the in-person special events that the Parent Center holds. After 3/13/20, all work with parents and community members moved to a virtual setting. The unused funding has been focused on other action/services in the LCAP where costs were higher that expected such as technology.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With the changing conditions due to the Pandemic, the demand for support services for families in need, those of our unduplicated students, became even more urgent.   These supports for families and communities required an understanding of the need and creativity of approach to meet that necessity. The Parent Center shifted the way services were provided from a hands on way of doing things to a digital set of services as closures happened. Services that were provided before March 13, 2020 went on as originally planned. With school/district closures, the staff at the Parent Center continued the support work in a digital environment holding Bi-monthly School and Community Impact Meetings using Zoom. Classes that had been ongoing for parents and community members shifted from face to face instruction to digital included ESL classes, Basic Computer Skills classes in Spanish and Literacy Camp. As focus on mental health support became even more important, the CNUSD Parent Center stepped up their efforts for community support.   These included Mental Health workshops in English, Mandarin, Korean and Tagalog and weekly mental health support groups for students. During the Pandemic, communication became vital for families. The Parent Center provided support through the use of translators for families who have a different language other than English as their first language. The Parent Center supported students struggling academically through tutoring in both English and Spanish. All services mention were provided virtually after March 13, 2020 when the schools and district closed based on the Pandemic. As the district engaged in several surveys to families and teachers regarding supports needed (technology, hot spots, professional learning, etc.) with the onset of the Pandemic during this time, it was decided not to move forward with most other surveys customarily done. The parent and teachers surveys fell into this category.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Desk Shields for students	$ 1,216,982	1,556,760	No
Personal Protective Equipment for staff	$ 37,311	222,006	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

As the COVID-19 Pandemic caused the closure of schools and district offices, safety recommendations and mandates from both Riverside University Health Systems-Public Health, Riverside County Office of Education as well as the Center for Disease Control continued to shift and change. Districts were asked to write Safety Plans and enact safety protocols as information developed and altered based on new information. With that in mind, costs for equipment to keep staff and students safe was adjusted based on shifting data and evidence. As such the differences between actions and budgeted expenditures for in-person instruction lined out above is a prime example of the changing conditions. While desk shields were planned to cost about $1.2 million, additional shields needed drove the expenditure cost up. The same can be said for the costs of the Personal Protective Equipment for staff. Safety recommendations shifted and changed. CNUSD responded to the changes and adjusted what was purchased based on the latest information and safety requirements.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On June 16, 2020, the CNUSD Board of Education made the decision for schools to open physically in August 2020. Preparations were made to support that decision by staff. As the numbers of COVID-19 cases continued to rise, direction was then received on July 17, 2020 from the state that schools could not open with a physical return. As such, the Remote/Traditional track opened and remained in the remote setting. In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers,

electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns had been purchased. Training had been provided for staff in the areas of safe practices during the COVID-19 Pandemic including daily health screening, temperature screening, frequent hand washing and social distancing. As information became available, practices were adjusted, and the training was revisited and adjusted. Additionally, school site leadership had developed plans to safely provide quality, classroom-based instruction in the Remote or Traditional setting. Each plan included protocols to ensure the safety of students and staff, consistent with public health guidance, including student ingress and egress of the school, when and where hygiene practices can take place, the need for protective equipment, appropriate social distancing, and adequate time to clean and disinfect thereby ensuring physical health and safety in classrooms and school campuses.

In the Remote/Traditional program, preparations were made to provide the safest and most secure setting for K-6 students when they returned on March 1, 2021 and attended schools Mondays through Thursdays. On Fridays, students attended class on Zoom. As the Pandemic numbers eased, the K-6 in-person program expanded to include 5 days of in person instruction Mondays through Fridays on April 5, 2021. Students in CNUSD secondary schools, grades 7-12, returned to face to face instruction on April12, 2021.   This program provided standards-based curriculum, utilized the district core instructional materials adoptions, and provided for First Best Instruction based on the CNUSD Instructional Framework. Teachers used data informed instruction that supported student progress and intervened when necessary. To support this instruction during the COVID-19 Pandemic, teams of teachers designed Modeled Units of Study with resources that could be implemented in a traditional, in person setting and in the Remote setting when safety demanded students learn in the digital format. These Modeled Units of Study represent a curation of the CNUSD core curriculum that focuses on the essential standards and provides digital assets for the teacher to use in instruction. Resources developed by CNUSD counselors provided lessons and strategies to support Social Emotional Learning and were incorporated during the instructional day. Additionally, counseling staff worked with small groups and individuals as the need arose to support healthy social emotional adjustment for students and address student mental health needs.

Support was provided to students who have experienced significant learning loss or who are at a greater risk of experiencing learning loss. This had been done in the remote/virtual setting by providing small group instruction and interventions using digital core curriculum and supplemental materials and will be tailored to the specific, identified learning gaps. This process is ongoing. Data from various assessments including iReady, formative and summative assessments were used to define the focus of the interventions. This data was disaggregated to identify areas of learning loss that are specific to our English Learners, students in poverty, foster students, homeless students, and students on IEPs. The intervention supports will be tailored to the needs of specific students based on the data.

Successes and bright spots could be seen in various areas. As safety allowed, small student cohorts were convened focusing on the neediest of students first such as English Learners, low-income students and foster youth as well as students with special needs. This began in October with cohorts being expanded and added overtime, K12. Hybrid instruction began in March and was expanded in April. To date, no transmissions of COVID-19 occurred at the school level. Safety protocols were adhered to and anecdotal information demonstrates the excitement and happiness of students and staff to engage in face to face instruction.

While successes can be seen, challenges to in person instruction exist. Challenging, most especially, were the continuously changing information, conditions, recommendations and mandates.   This necessitated a continued changing response from the district and caused anxiety and confusion on the part of the staff and community. As dates were set to begin face to face instruction, recommendations and mandates forced the district to change these dates time and again. The community was divided regarding when and how in-person instruction should begin. Both sides felt strongly about their preference causing unease and apprehension.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software for Virtual program	$ 1,871,456	$ 1,685,810	No
Technology for students and teachers including devices and hotspots	$ 17,782,111	$ 18,634,339	No
Peardeck license to support effective instruction	$ 52,930	$ 52, 930	No
RAZ Kids licenses to support early literacy instruction	$ 32,516	$ 32,516	Yes
Virtual Science Lab Program to support remote science instruction	$ 51,000	$ 51,491	No
Studies Weekly to support effective instruction in Social Studies and Science	$ 240,000	$ 236,391	Yes
Purchase of Novels to support literacy instruction in elementary schools in the virtual program	$ 74,000	$ 74,000	Yes
Professional Learning opportunities for teachers	$ 1,800,000	$ 1,659,032	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The implementation of the CNUSD Learning Continuity Plan regarding distance learning went forward according to the initial plan. Expenditures occurred according to the original design. Most of the costs came in as anticipated within expectations. Several programs cost a little less such as the Software for the Virtual program, the purchase of Studies Weekly and the Professional Learning opportunities. Funding not used will be applied to areas where additional funding may be needed such as technology for students and teachers where one can see that costs overran expectations by almost $1 million dollars.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

As the CNUSD community communicated the need for the two instructional programs, the Remote/Traditional program and the Virtual program, staff was engaged in providing both programs. The Remote/Traditional program continued remotely until it was safe to bring students back in March (K-6) and in April (7-12). While students in the Remote/Traditional setting returned in the Spring, the students in the Virtual program remained virtual throughout 20-21. With that said, parents were offered the option of moving from the Virtual program at trimester or semester break, as space provides. The Virtual program employs the online program, Edgenuity focused on core content delivered through a virtual platform with some print assets. Along with assessment data available through Edgenuity, teachers have had access to diagnostic data from various programs such as iReady and curriculum that will support identifying learning gaps to intervene and support students, as necessary. With this data, teachers can make professional decisions and utilize various resources and curriculum that have been purchased. These resources have been chosen to augment the virtual curriculum and supports students toward academic success and grade level proficiencies.

As the 20-21 school year comes to a close, one can see many successes in the Distance Learning Program. Teachers have become very adept in providing digital instruction and are critical consumers of digital curriculum often adjusting the curriculum to meet the needs of students. Instruction has become more focused the specific needs in a digital environment. With teacher support, students have become more and more able to navigate online learning. Additionally, for the 21-22 school year, a new K-12 Virtual school will offer a virtual instruction model for those students who would like to remain virtual. This new school will proved new opportunities for students and families that was never part of the district offerings.

Challenges that staff faced were the changing information about COVID-19 protocols which necessitated constant flexibility and agility on the part of staff and community. Because of changing conditions, schools were set to open on a number of occasions only to have to tell parents that the schools would remain closed because of conditions caused by the Pandemic. Thus caused undue stress, anxiety and confusion for district, schools and community members.

Access to Devices and Connectivity

During the academic year 20-21, CNUSD actively reached out to parents to gather information regarding the individual needs in relation to their access to a student device and internet. These needs were captured through our student information system to ensure accuracy of information. From the district level, this outreach was done via phone calls, newsletters, text messages, emails, and social media. Additionally, the sites worked with their individual communities to gather these needs. Initially, the focus was to make sure that all families had access to one device and priority was given to the students in poverty for initial deployment using our student information system. As more technology, devices and Wi-Fi hot spots were ordered and received. The district devices were deployed

based on the numbers of students in families. In anticipation of the additional needs from our students, an order was placed in May 2020 for additional devices and Wi-Fi hot spots. Due to disruptions in the supply chain, receipt of these devices was delayed. As of May, 2021, 42,145 Chromebooks have been deployed along with 6,386 hot spots.

With the move to remote learning, support for students, families, and teachers in the area of access to technology has been ongoing. Assistance has been provided on a number of topics including basic operation of technology, how to change passwords, how to access and use google classroom and other technology resources and operation of various apps and programs. CNUSD has taken an "all hands-on deck" approach when providing this assistance. Site level staff have all stepped in to support families as well as the CNUSD Parent Center, the district Instructional Technology Division, and Educational Services. Virtual and in person support has been offered. These types of support are ongoing.

When considering the CNUSD success regarding access to devices and technology, the district is now a 1:1 district and has identified funding to sustain this. Additional tech support has been secured to support the technology implementation along with school staff to support at the site level. Professional Leaning for teachers will continue to support implementation, Lastly, the Information Technology department is involved in continuous improvement of the Cybersecurity resilience.

Challenges for the district include the supply chain issues encountered. Additionally, CNUSD was competing with all school districts in the country for the devices with limited supply. For families to have to wait for devices for students to engage in learning was difficult and frustrating.

Pupil Participation and Progress

In CNUSD, all students engaged in daily live engagement with their teachers through out the year. Within the professional day, educators provided a minimum number of daily instructional minutes to students as required in the chart below. Instructional time was based on the time value of assignments as determined by teachers and daily live interactions.

INSTRUCTIONAL MINUTES FOR STUDENTS FOR 20-21

TK-K - 180 MINUTES
1-6 - 240 MINUTES
6-12 - 240 MINUTES OR MIDDLE SCHOOL/HIGH SCHOOL - 3 PERIOD BLOCK: 80 MINS/PERIOD, 6 PERIOD DAY: 40 MINS/PERIOD, 7 PERIOD DAY: 35 MIN/PERIOD
CONTINUATION - 180 MINUTES FOR POLLARD & ORANGE GROVE HIGH SCHOOL

As part of the quality instructional program in CNUSD, teachers planned and provide standards-based, content appropriate instruction, utilizing google classroom or canvas as the LMS districtwide. Equity is paramount in CNUSD and as such, teachers supported diverse learners and provided students the opportunity to participate in academic activities daily. As part of the CNUSD focus on learning, teachers implemented Language Development for English Learners as well as Integrated ELD during content instruction. Students on

IEPs received additional support through interventions as well as specific assistance as written into their Individual Education Plan. Data was used to inform focus and instruction for all students and interventions will be provided.

Successes in CNUSD can be found as students and teachers made steady progress throughout 20-21in learning how to effectively function and flourish in a digital requirements. Student instruction has changed drastically and efforts will continue to support students with the new knowledge of best practices in technology enhanced instruction.

Challenges in this area include difficulty on the part of students and families in things such as logging in, changing passwords and navigating the digital curriculum. As we journeyed further and further into the school year, these difficulties were met less and less.

Distance Learning Professional Development

In response to COVID-19 and CNUSD focus on safety, all Professional Learning (PL) opportunities moved to an online format. The trainings were also recorded and archived on our district website so that teachers could access these workshops on a continuous basis. Almost all training sessions were designed and led by our CNUSD classroom teachers and teachers on special assignment. There were a very few trainings offered with company trainers and those are specifically listed below. Multiple sessions of the trainings listed below were offered. Workshops were offered in the areas of supporting English learners, supporting student with special needs, gradebooks, social-emotional learning, technology support and programs, curriculum support and collaboration, and sessions specific to our new virtual program.

Professional Learning Opportunities

During 20-21, 1,034 Professional Learning sessions have been offered since July 1, 2020. Our teachers and administrators have logged over 22,930 professional learning hours with many teachers attending multiple sessions. This reflects 2,738 individual staff members attending at least one session. These professional learning sessions were focused on the needs of the classroom teachers based on survey data. Additional workshops were created and delivered as teacher and student needs were identified. The following is a noncomprehensive list of workshops offered:

Supporting English Learners
• Working with English Learners
• EL strategies for content specific classrooms
• iLit ELL introduction
• iLit ELL collaboration
• Translation tools to bridge the gap for ELs
• Bilingual Paraprofessionals TK-12: Working with English Learners During Remote and Virtual Setting
• ELLevation Strategies for DLI Teachers
• Listening and Speaking Strategies to Support English Learners in Middle School

- Strategies to Support English Learners in Remote and Virtual Setting (K-6)
- Benchmark Designated ELD Remote Learning Resources Training (K-6)

Supporting students with special needs
- ELA accommodations for student with disabilities
- IEPs in 2020-2021
- Conducting Virtual IEPs
- SEIS 101
- Utilizing Your Paraeducators during Remote/Virtual Learning (SPED STAFF ONLY)
- The Remote learning classroom for elementary Special Day class teachers
- Scheduling and Collaboration for the SDC Classroom
- PALS Preschool-Elementary Units of Study (SPED staff only)
- Units of study SDC/SH Secondary (SPED STAFF ONLY)
- Elementary SDC/SH Units of Study (SPED STAFF ONLY)
- Partnering with Families to Change Behavior (SPED STAFF ONLY)

Gradebooks
- Setting up the gradebook to start the year
- Q Gradebook & Attendance for Beginners
- Managing the gradebook and posting grades in a remote environment
- Using Illuminate - Push to gradebook

Social-emotional Learning
- Building relationships with students through remote learning
- Emotions matter: Awareness and management of Self
- Emotions Matter - Taking Care of Self and Others - Part 2
- Social Emotional Learning in Action
- SEL in Action: Using SEL Strategies and Activities in the Virtual Setting to Support Students and Staff

Technology support and programs
- Communicating with student and parents through School Messenger and Q
- Student Voice with Flipgrid and Screencasting
- Amplify Student Voice with Flipgrid + Screencasting
- Screencastify
- Digital lesson design throughout the content areas
- Eduprotocols: Customizable lesson frames

- Google Slides 101
- Engaging with Google slides
- Google Slides - the next level
- Hyperslides
- Getting to know Google Docs
- Google Docs 2.0
- Google Classroom for the Timid Techie
- Google Classroom 101
- Google Classroom 201
- Google Forms
- Turning Google Docs into Google Forms
- Google Sites for Non-Rostered Service Providers (Sp. Ed/Counselor Specific) Zoom Basics for synchronous engagement
- Zoom advanced topics for remote learning
- Making magic with Microsoft
- Screencastify
- Using Discovery Education
- Using Illuminate - Creating and administering flex assessments
- Using Illuminate Remotely (Grade 6 - 12 PE Teachers)
- ESGI for TK-1st grade (digital assessment program for individual students at the primary grades)
- Peardeck introductory training with the company

Curriculum support and collaboration
- Elementary and Secondary curriculum development orientations
- Elementary ELA resources for remote learning
- Elementary Math resources for remote learning
- K-2 math weekly resources for Remote & Virtual Instruction
- Grades 3 - 6 math weekly resources for Remote & Virtual Instruction
- Math Academy collaboration for our secondary math teachers
- Math remote learning kickoff for our elementary teachers
- Pearson/MyPerspectives curriculum for our secondary ELA teachers
- Pearson/Saavas Realize curriculum for our secondary Math teachers
- VAPA Model Units of Study
- Taking your PLC virtual

Professional Learning opportunities for virtual teachers up to the end of September
- Grades K-5 Introduction to coursework and Edgenuity presented by the company

- Grades 6-12th Introduction to coursework and Edgenuity presented by the company
- Unique Learning Systems Curriculum (ULS) in a Virtual Setting with SH and PALS
- Best Practices to Start the Virtual School Year for Secondary Virtual Teachers
- Edgenuity Basics 101 for Secondary Teachers
- Edgenuity - Making Course Settings Work for You
- Zoom advanced topics for virtual environment
- Virtual teacher collaboration time for different content areas: ELA, History, Science, Math, ELD, World Languages, Visual Arts, PE, & Health
- Edgenuity courseware data and progress monitoring presented by the company
- Virtual Daily Attendance Process Training (7th - 12th grade)
- Q Gradebook & Attendance (Virtual Learning Teachers)
- Google Slides for the Timid Techie (Virtual)
- Google Classroom 101 (Virtual)
- Zoom Advanced Topics (Virtual ONLY)

Professional Learning has always been a hallmark for CNUSD. Success in this area were many. Staff in the Professional Learning (PL) department agilely made changes moving from a fully face to face workshop model to a digital model quickly so as to meet the need. Classroom teachers stepped up to support the digital professional learning as many of the PL staff were moved to the classroom because of staffing needs. This has provided the district with a deeper pool of instructors with real life experience in a digital or hybrid classroom. What had been full day trainings were revised and provided in smaller 1 to 2 hour segments so as to avoid "Zoom Fatigue" and meet the teachers where they were as well as providing more focus.

While these successes have been recognized by the staff, they were hard won. While making these changes, based on sound educational pedagogy, has been a win for the district, it has been, at times overwhelming for the staff and stress causing.

Staff Roles and Responsibilities

The responsibilities of educators in CNUSD shifted vastly with the COVID -19 Pandemic. With the closure of schools on March 13, 2020, the prevailing mode of instruction shifted from face to face instruction in a brick and mortar building to online, virtual instruction. While making the shift, CNUSD built the system and processes to address these changes. Resources were identified to support online, remote instruction, and curriculum was curated and created to address the virtual need. Professional Learning processes pivoted from face to face sessions to virtual workshops. Technology build out with devices and internet access moved at a break neck speed. All of these actions included changing responsibilities of CNUSD staff, teachers, administrators, and classified individuals. The CNUSD staff has always embraced a, "whatever it takes" attitude and never did this become more important.

Adjusting for the "new normal" of the Pandemic, communication become even more important and staff in CNUSD expanded the communication process to include weekly newsletters, one to the staff and another focused for the community. Additionally, social

media was employed to expand our messages to the community. Daily meetings were held at 8:00 AM to discuss the day's pressing topics as we continued to build out and refine our educational programs in conditions never before now encountered. These initially began in Educational Services and gradually were enlarged to include all district divisions. Principal meetings were expanded and focused to discuss doing business in the Pandemic and to respond to any difficulties discovered.

The profession as a teacher in a remote environment has been transformed and thereby the responsibilities have changed dramatically. Teachers had to move their research-based strategies that were in use before March 13, 2020 into a digital classroom. Although making that shift has been difficult, it has also been exciting. Teachers moved into Google classrooms and employed various tools to maintain the high teaching standards that have long been part of the CNUSD program.

Classified staff have had to make changes as well as working remotely and supporting CNUSD families has been a challenge. Various classified staff were engaged in activities that were new to them. As part of the team, they have jumped in to support the district and school sites to provide needed services. These include making copies of print materials for students in the remote setting, providing technical support and working with parents to link them to resources for basic needs. Some duties have remained the same such as Special Education Instructional Aides supported instruction within the virtual classroom and collaborated with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides supported pull out small group instruction for reteaching and intervention. Bilingual Instructional Aides supported the instruction of English learners within the virtual classroom and collaborated with teachers and families of English learners and provided the necessary supports for students, while also promoting communication between students/families and teachers. Bilingual Instructional Aides assisted in facilitating virtual class discussions with ELs and supported interventions and small group instruction where needed.

Lastly, staff has been implementing the new safety measures at all district facilities. The CNUSD facilities department installed plexiglass barriers in all buildings, additional handwashing stations were installed and protective gear was distributed. Daily health screenings were instituted along with daily temperature checks. All of this was in addition to the wearing of masks and engaging in social distancing.

Success can be seen in various area regarding staff roles and responsibilities. CNUSD culture has always been a close team that supports one another. During the Pandemic, one could see an even stronger team approach to what needed to be done. One example can be seen regarding the deployment process for student technology. On the days that technology was given to families, people from all divisions were on deck to support IT. The comradery and district focus could not have been more evident. Another success is that staff learned many ways to approach a problem and resolve the problem.

Challenges have been the changing conditions and the uncertainty of next steps in the face of uncertainty and mixed messages.

Supports for Pupils with Unique Needs

When analyzing data, it could be seen that these students were more likely to have attendance problems and problems completing assignments. Out reach was done on a continuing basis. Most students responded, but there was a percentage of students that failed

to respond. With that said, concerns persist that the achievement and opportunity gap may have widened. With that in mind the following measures were implemented.

English Learners
• Provided extensive professional development to teachers focused on meeting the needs of English Learners in a virtual classroom. Topics included the importance of language development throughout the day, key strategies to support Designated and Integrated ELD, the importance of using visuals, ensuring comprehensible input and the importance of cultivating relationships with English Learners.
• Developed digital adaptations for Designated ELD lessons K-12 for all English language proficiency descriptors (Emerging, Expanding, Bridging) and trained teachers in their implementation.
• Created remote learning plans for use in designated ELD instruction. These plans included videos to support both teacher and students navigation of the core ELD curriculum, slide presentations for teachers to use, getting to know you activities to help teachers learn about their students and daily suggested SEL activities to make sure the social emotional needs of our students are being addressed.
• CNUSD provided specific professional development opportunities for content area teachers that focused on Integrated ELD approaches in a digital environment. Teachers were provided with additional technological resources to ensure English Learners language needs are met.
• EL and Equity TSAs partnered with Pearson/Saavas trainers to provide training for our new secondary ELD teachers on how to navigate iLit ELL, our adopted curriculum for secondary ELD. Teachers were able to experience iLit from both the teacher and student perspective as they walked through the lesson components and assessments.
- iLit ELL Remote Learning Plans, Training and Collaboration
- Suggested remote resources and lessons were provided to teachers with implementation training. Teacher videos were created to explain lesson steps, student videos were created to support use of the iLit platform, along with slide presentations and "getting to know you" activities. Daily SEL resources were among the resources provided.
• DELAC is an integral part of the additional supports provided to English Learners. DELAC provides a venue to gain insight and advice on programs and approaches to our students and what assistance they may need. This important group informs us of the needs that parent may have during the pandemic.

Students with Exceptional needs
• Teacher teams created Modeled Units of Study for all specialized programs that assist teachers in the remote setting for students on IEPs.
• Students on IEPs were offered services remotely during school closures to mirror services that can be delivered in accordance to local health requirements
• Specialized Professional Learning opportunities included:
- Model Units of Study,
- Utilizing Paraeducators in Remote Learning,
- IEPs in 2020-2021,

- ELA Accommodations in Remote Learning,
- Teletherapy for Speech Language Pathologists,
- Google Classroom Basics for Special Educators, and
- Partnering with Parents in Dealing with Challenging Behaviors
- Small cohort instruction beginning in October 2020

Foster Students
Foster youth continued to receive additional support during the COVID-19 Pandemic. The CNUSD LCAP funds support specific personnel that provide supplemental services such as a counselor. This support included:
• Reach out to all foster families to inform them of additional resources and support available to them
• Foster youth students received check-ins from CNUSD counselors regarding engagement in Distance Learning with an offer of support for mental health needs
• Check-ins were performed to ensure continued student engagement and to remove any barriers to student achievement
• Services were provided to connect foster youth with social workers and educational liaisons with guidance on registration to higher institutions of learning and other resources by site counselors and Foster Youth counselor
• The CNUSD foster youth counselor uses various means to engage with the students such as Zoom, phone call check-ins and email Collaboration with the Eastside Church in Corona, Ca. resulted in the donation of 5 laptops to support foster students
• District foster youth counselor created a virtual "All Stars Program" office with resources including:
- All Stars Program website with resources
- Letters to all families about the All Stars Program and resources
- Virtual guardian All Stars program information session in Sept/Oct
- CNUSD All Stars Foster Youth Program - https://www.smore.com/t37rz
• Created a social media presence for CNUSD foster youth
• Newsletters to families with resources were provided
• Mental health needs check-ins with students were completed
• Virtual college visits (district supported and through RCOE)
• Virtual district and site events (tour a museum, zoo, speakers, etc.)
• College app/financial aid support
• Collaboration with Norco College for support
• Creating monthly lesson plans for virtual meetings.

Homeless Students
During the COVID-19 Pandemic, numbers of homeless students rose and support for these students was vital to their progress. Along with the mental health and academic supports mentioned above, the following are supports specifically for the homeless students:
• Classroom supplies were provided to them including backpacks, paper, pencils, markers, etc.
• Gas cards were given to support transportation needs
• Resources were made available to support basic needs such as food, clothing, and shelter

- Counseling support was provided for high school students to allow for partial credit where applicable

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Site allocations to support increased services for unduplicated students	$ 2,400,379	2,400,379	Yes
ESGI licenses to support early literacy teachers	$ 43,000	$ 44,118	Yes
Moby Max licenses to provide digital intervention resources	$ 120,578	$ 120,578	Yes
iReady licenses to support diagnostic student assessments individualized interventions	$ 856,000	$ 859,860	Yes
Math materials such as DreamBox to support interventions in the area of math	$ 100,000	$ 5,968	Yes
Bilingual Aides to support English Learner student achievement	$ 1,737,324	$ 1,618,572	Yes
Instructional Assistants for students with unique learning needs	$ 25,682	$ 25,682	Yes
Professional Learning to provide effective strategies focused on student learning loss (recorded in actions related to Distance Learning Programs)	NA	N/A	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The implementation of the CNUSD Learning Continuity Plan related to Pupil Learning Loss went forward according to the initial plan. Expenditures occurred according to the original design. Most of the costs came in as anticipated within expectations. One of the programs cost a little less that is Bilingual Aides to support English Learner Achievement. Because of school closures and cases of COVID, some of the Bilingual Aides worked less time. Other activities came in higher that expected when examining costs such as ESGI licenses and iReady licenses. One area that came in about $95,000 under budget is the Math materials for interventions. Teachers found that the digital assets of the core Math adoptions were better suited in a digital environment and when the students returned to hybrid instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CNUSD developed a comprehensive assessment plan to monitor and support student achievement. Interventions were applied using the data from these assessments. Interventions and student support could take the form of individual student support, small group instruction and digital intervention programs. Both Virtual and Remote/Traditional programs implemented assessments to include:

- ESGI assessments for early literacy
- iReady, K-8, for literacy and math
- SBAC Interim Block assessments
- Content specific assessments embedded in the CNUSD core materials from content areas for the Remote/Traditional program and assessments in Edgenuity for the Virtual program
- Formative and summative assessments that are teacher created
- RAZ Kids assessment for TK-3 students in the Virtual program

CNUSD is a strong proponent of data informed instruction and continues to use assessment data to support all areas of the classroom including both interventions and enrichment, particularly in the areas of literacy and math. In 20-21, ESGI assessments provided specific information to teachers in the area of early literacy and provided the information and the ability to deliver specific interventions by way of small group and individual instruction. These assessments were administered on an ongoing basis with an interval of about 4 weeks. Data from the iReady diagnostic, given on a trimester/semester basis, provided a digital individual intervention program with a series of lessons tailored to the students' needs based on the results of the diagnostic assessment in the areas of English Language Arts and Math, TK-8. The iReady lessons are adaptive, meaning that the lessons adjust to suit the student's needs. Once the student's level is determined, lessons were delivered to students based on where they are and targets growth using the appropriate intervention strategies. These programs allow a student's teacher to monitor progress and personalize learning. Monitoring progress was imperative as learning gaps were defined, most especially during the Pandemic. Diagnostic and formative assessments were administered within the intervention blocks.

Along with this, for grades 9-12, Interim Assessment Blocks were used to determine learning gaps and to provide information to teachers regarding student intervention needs. Specialized programs such as READ 180 and Math 180 provide intensive support to students closely aligned to frequent assessment and monitoring. Both are focused in the CNUSD secondary schools and provide digital access to intervention support. The application of the assessments were based on programs and curriculum used.

Pupils with exceptional needs were assessed, monitored, and supported using the referred programs and assessments. Supplemental resources and programs were available to meet the individual needs of these students. If students did not demonstrate progress using these tools, referrals to the IEP or 504 teams were scheduled to take place.

English Learners continued to receive Designated and Integrated English Language Development services to support their growth in language development. Learning loss in the area of English Language Acquisition was identified and monitored through a series of assessments included in the ELA/ELD Modeled Units of Study. These assessments provided data for the teacher to use in identifying gaps in student learning and to monitor progress in student growth. These included, but are not limited to, diagnostic check points, weekly knowledge checks and teacher developed formative assessments. Specific assessments in core materials included end of unit summative assessments and scaled reading inventories.

Monitoring progress is imperative as learning gaps were defined in both ELA and Math. Diagnostic and formative assessments were administered within the intervention blocks on a frequent basis to understand progress and to adjust instruction.

Pupil Learning Loss Strategies

First best instruction was provided to all students in the digital environment thereby accelerated learning and reducing learning loss. To achieve this, virtual professional learning continued to be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy in a remote setting. These workshops included research-based strategies in a virtual environment along with training on the various digital teaching tools and effective monitoring of student progress. These strategies included asynchronous support as well as synchronous support. Additionally, training was provided on how to provide effective intervention in a remote learning setting.
Specific programs provided to students to support their learning and close any learning gaps included:

- Moby Max
- iReady
- ESGI
- RAZ Kids
- Read 180
- Math 180
- DreamBox

These programs offered extra support for students in a remote environment and provided instructional information for teachers so that prescribed interventions may be provided in the programs as well in individual and small group settings.

Additional support was provided using some of the systems that were currently in place in CNUSD. The staff servicing the district Expanded Learning Program participated in Professional Learning in Google Classroom, Zoom and Social Emotional Support and provided enrichment activities for students. Surveys went to families to recruit students to the program and services began August 27, 2020 and were ongoing throughout the school year. This program included small group tutoring, Social Emotional lessons, and enrichment activities.

Tutoring was available through the Parent Center which supported students in the areas of Math and English Language Arts. Sites

provided after school interventions that is funded through the LCAP Supplemental funding allocated for supplemental services. Site staff used assessment data to define focus and duration of the interventions based on student need. Specific support for the following populations can be seen below:

English Learners
Along with the previously mentioned support services, the following was provided:
- Differentiated academic support for English Language Acquisition and academic content support
- Specific support through the usage of the English Language Development Modeled Units of Study
- Specific digital assets such as Rosetta Stone, iStation and iLit
- Specialized Professional Learning for teachers of English Learners
- Newcomer assessments and learning modules
- As CNUSD moved into small cohort instruction, priority for interventions, grades 1-3, were given to English learners.

Students with Exceptional Needs
In addition to the aforementioned supports the following was made available:
- As CNUSD moved into small cohort instruction, priority for learning labs will be given to students on IEPs
- Specialized instructional materials such as specific Modeled Units of Study designed to support students on IEPs
- Specialized Professional Learning opportunities include: Model Units of Study,
Utilizing Paraeducators in Remote Learning, IEPs in 2020-2021, ELA Accommodations in Remote Learning, Teletherapy for Speech Language Pathologists, Google Classroom Basics for Special Educators, and Partnering with Parents in Dealing with Challenging Behaviors.

Foster Youth
The following supplemental services were offered:
- Foster counselor monitored student progress and attendance
- Services to connect foster youth with social workers and educational liaisons for assistance
- Individualized and small group tutoring

Low income and Homeless Students
In addition, these actions were afforded:
- All teaching and learning strategies were first directed at improving outcomes for low-income, foster youth, and homeless students.
- As CNUSD moves into small cohort instruction, priority for interventions, grades 1-3, were given to low-income, foster youth, and homeless students.
- Priority has been given for these students to technology through the provision of devices and hot spots to ensure more equitable access to learning, no matter the place or time of day.

Effectiveness of Implemented Pupil Learning Loss Strategies

On an annual basis, CNUSD provides an assessment calendar that include a systematic approach to student achievement data and includes both diagnostic and summative assessment. These tools were used to measure student achievement and provide insight into areas that could be identified as learning loss areas. In addition to this, other indicators of student progress and identification of learning loss were academic grade information as well as, on the classroom level, classroom formative and summative assessments. Taken as a whole, this data provided the ability to analyze effectiveness of the services and diminish learning loss for the students in the district.

Collaboration around and analysis of student data are very much part of the culture for the district. Professional Learning Communities are in place in the CNUSD schools and it is through this structure that the improvement practices are defined and implemented. The analysis of data included closely looking at the achievement levels of all students and especially at-risk students. Assistance and intervention were implemented based on the individual needs of the students.

Successes regarding Pupil Learning Loss can be seen in several areas. What had already been a focus for the district, was made stronger as conditions caused by the Pandemic occurred. Teams were gathered to discuss next steps regarding learning loss and identify district response. Moreover, focus on data informed instruction can be seen in the offerings for Professional Learning.

Challenges in this area include the diverse needs of these student groups and what the appropriate response is for each group.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CNUSD has continued to approach education with a whole child focus an emphasis on what is called a two-pillar approach of academic rigor/relevance and the social emotional support. During the COVID-19 Pandemic, the challenges were vast including students suffering from depression, anxiety, fear, lack of connection, and disengagement. As a result, or mental health our focus on social emotional learning and student mental health grew stronger than ever before. CNUSD counseling served as the backbone of our mental health support program as we provided students more support than ever before. The following is a list of district mental health supports, driven foremost by our counselors, to support our students on the Elementary, Intermediate, and High School levels.

Elementary:
To support the social emotional needs of our Elementary students' counselors came together to create monthly SEL lessons that were pushed out to teachers each month based on the theme for the month. Counselors presented the lessons live in classroom Zooms or on campus when we returned to school. Themes included How to handle stress and Anxiety, Gratitude, Respect, Kindness, Diversity, and Perseverance.

Elementary counselors created videos and or video lessons for social emotional support.

Each counselor maintained a google classroom or google site with various information and opportunities for social emotional support for students, teachers, and parents.

Each counselor ran individual and group counseling sessions. ? Each counselor continued to send out our monthly Newsletter (based on the theme for the month) to parents to support the social emotional well-being of their children.

Each Counselor participated in providing students and families with information and resources (lessons) to cover National or District recognized monthly themes or topics such as Child Abuse Prevention, Mental Health Awareness Month, Student Mental Health week, and Random Acts of

Kindness week, Bully Prevention (wear orange), What if Week, etc.

CNUSD Counseling social media sites continued to highlight social emotional topics and activities for example: Family Fun Friday videos, Warm Fuzzy Wednesdays, Think about it Thursdays, etc. As well as the nationally recognized themes mentioned above.

Counselors ran parent meetings focused on providing families with information and tools to help support the social emotional needs of their children.

Counselors opened up voluntary socialization time (via Zoom) for students by either providing an SEL lesson, sharing, game time, or other activities.

Counselors continued to utilize and promote the district's virtual calming room with students and parents.

Counselors continued to use CareSollace to help connect families and students with outside mental health services.

Counselors continued to do suicide assessments and threat assessments via Zoom, phone call, or in-person.

Counselors also continued to attend SST and IEP meetings to assist in providing mental health strategies, interventions, information, etc. to the teams.

Intermediate:
To support student's social emotionally during COVID, Intermediate counselors came together and provided social clubs to create opportunities for students to come together, meet new peers, and have fun! Some of these virtual clubs included:
    Baking with Mruz (ECMS Counselor)
    Mock Trial
Book Club
    Anime
2 CNUSD Virtual Intermediate Talent Shows
Ukulele Club
    Intermediate counselors also created Counselor Google Classrooms at each site to support students, socialization with other peers, pushing
 out messages, information, and support resources.

Intermediate counselors ran a Middle School Series with the CNUSD Parent Center through Facebook life on various topics:
Surviving Middle School
Social Emotional Health
College, Career & CTE Pathways

Counselors developed other monthly Themed Newsletter on various topics and ways parents can support their children including:
 Mental Health Awareness
Healthy Mind & Body
Digital Citizenship
Celebrate Your Student
Staying Connected
Kindness
    Giving
Perseverance
    Anxiety and Stress
Gratitude and Celebration
Counselors held a 10 Week Parent University which covered various topics:
Creating a Successful Learning Environment at Home
Increasing student motivation through Growth Mindset
Understanding Student's Choices may be Communicating
    Strengthening Mental Health Awareness
    Managing Stress and Anxiety
Mastering Distance Learning
Creating Academic SMART Goals

Counselors help "Coffee with the Counselors" virtual on topics:
    The dangers of social media.
    Parent Center services and resources
How to support your student during COVID
Intermediate counselors provided Tier 1 student lessons including:
    Meet the Counselors presentation
    COVID Safety Lesson
    7 Habits of Highly Effective Teens (In-person and virtually)
Teen Suicide Prevention Activities
Growth Mindset Lesson
Communication Lesson
Conflict Resolution
    Sexual Harassment Awareness
    Managing Emotions/Coping

As students and staff transitioned back to campus, counselors developed SEL Classroom Lessons to support engagement on the following topics:
Mindfulness
Kindness
Asking for Help
Healthy Selfie
This or That (perspective/POV activity
Academic options for students.
Counselors provide Tier 2 Groups for students in need including:
Academic Support Group (layered with SEL)
Culture, Justice and Expression
Lunch Hangouts
    7 Habit
    Growth Mindset
    Grief and Loss
    Girl Empowerment
10 Week Success Club
    Community Building Circles
All-Stars Group: Painting, Valentine's Bingo, & SEL Activities (Calming Jars)

High School:
High school counselors provided a myriad of supports including:

- Parenting During a Pandemic video series to give parents tips/tools/skills to support their student as well as build a connection to the school.
- Student support video series including the following topics :

Functioning in Organized Chaos
     How to Help your Student when Classes get Challenging
     Striving for Balance
     Healthy Habits for School and Life
We Made It! Celebrate and Family Care
     Stress Management and the Teen Brain

Counseling Groups Zoom Workshops including:
     Go with the Flow Workshops
     Conversations and Connections Group
Grief and Loss Groups in semester 1 and 2 (all high schools)
"De-Stressing Before Finals."
Mindfulness Workshop Series
Calm Group - Healthy Coping Skills

Counselors created a newsletter to share with students and families. It was sent at the beginning of the school year with the intention of welcoming students and their families to a new school year, get to know us and share ways they can connect with us. Additionally a Weekly FlipGrid Video Series where every a SEL topic was address including: Self-Care, Stress reduction, never give up and kindness was created. The Counseling Team worked with Associated Student Body to push out a Q&A interview consisting of topics students wanted to hear about. All counselors had a google classroom with academic, and social emotional resources for students including CNUSD Virtual Calm Room, Wellness apps, Mental Health Resources, ways to de-stress your day and more. Counselors shared with our teachers and students the process of how to refer for a Crisis and Non-Crisis situation and built and provided School Wide Stress Management Lessons for teachers to use in the classroom. Intervention Counselors worked with APC students as well as remain the support for our "high-risk" referrals generated by our Counseling team and Admin. Counselors participated in Student Mental Health Week social media campaign and created support groups with Tier 3 students of the highest needs.

Counselors targeted our Foster students by creating various supports including:
Created a virtual All Stars office
Individual/group virtual counseling sessions
Collaborated with Social Workers and resources to meet students/family needs.
Quarterly newsletters with resources for parents/guardians
Emailed virtual birthday cards, provided school supplies, backpacks, holiday goody bags, art and science kits.
Made home deliveries and home visits.
Motivational speaker and former foster youth Rodney Walker spoke with secondary students.
Trauma sensitive trainings for staff and community

Our teaching staff also focused on supporting students through embedding Social Emotional Learning into lessons, providing daily check-ins, offering virtual clubs, and teaching counselor developed lessons. Our administrative staff went above and beyond during home visits to check on students' social emotional wellbeing. District Administration built a reengagement plan including using the state recognized Model SARB process to meet with students, families, and provide linkage to our mental health services. Overall, our staffs comprehensive mental wellness and social emotional supports for our students in their time of need was a great strength.

CNUSD has also designed resources to specially support our certificated staff, administration, and classified staff with mental health and social emotional needs through a variety of means. A SEL (Social Emotional Learning) team was established and several seminars over the last 15 months have been provided for staff to receive mindfulness lessons for both themselves and to share with their students. A monthly SEL In Action Newsletter has gone out that provides tips on self-care, mindfulness activities, signature practices, and resources to use with students. Additionally, we have contracted with Care Solace as a resource for both our families and staff to access in times of need. The counselors have also put together an extensive mental health support website for staff to access.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Parents, more than ever, are an integral part of the academic process in CNUSD. With the 2020-2021 school year starting in a Remote and Virtual setting, CNUSD began its efforts to provide support to families remotely in order to ensure their students' progress. Among others working in this area were CNUSD school sites and the CNUSD Parent Center. Assistance included remote and eventually "in-person" services supporting mental health such as parent support groups, instruction on how to use digital assets such as Zoom and Google Classroom, call lines to answer questions and provide individual support, student enrollment support, school closure information, online support groups students and emergency resources for families. School sites provided additional support for families such as drive through technical assistance for digital learning and small group counseling,. Beginning in June 2020, strategies increased to support parents as we moved into Remote and Virtual learning. These included Facebook live sessions discussing various topics including Health Concerns in the Pandemic, Remote v. Virtual Programs, How to Access Counseling Services Virtually and Special Education Considerations. Specific trainings have been offered to parents include: Specialized training on school safety and health, Google Classroom for Parents, and the CNUSD Safety Plan. The CNUSD Parent Center has provided support in helping families with enrollment, logging on to Zoom, Google Classroom, resetting student passwords, and connecting families to their counselor for support. These supports were offered via telephone and personal zoom chats when needed. "Let's Chat" Emotional Support Sessions continued to be offered to support secondary students. Weekly meetings were held via Zoom for both high school and intermediate students for 45 min. These sessions gave students a safe place to meet others, share their concerns, and get support. School sites continue to offer support to their families regarding support for academic progress, assistance for mental health resources and technical aid in the areas of logging on to zoom, google classroom, resetting student passwords.

During August 7-10, 2020, family sessions were hosted with a focus on basic computer skills.

CNUSD developed a framework, the CNUSD Re-engagement Guide, for students and families in the area of attendance and student engagement. The focus of the guide is to keep students engaged and to provide support and resources in order to mitigate any learning loss that may have occurred due to challenges associated with remote/virtual school environment. Challenges for CNUSD included tracking attendance accurately and calibrating attendance tracking systems to function in a remote, virtual and hybrid environment, connecting all students to the digital platform, child care issues, and lack of consistent structure and motivation in many homes. One success has been a deliberate effort to bring the process of ensuring that student engagement and daily participation are brought under the larger umbrella of CNUSD's Muti-Tiered System of Support. This restorative support structure includes a tiered approach to address student and family needs. Adjustments and modifications to this process were made along the way in order to make the most impact on student and family support. Included in the tiered support is the Site Attendance Review Board (SART) which provides families with initial support that could include devices, hot spots, resources, counseling or a referral to site resources or a referral to the Parent Center or the School Attendance Review Board (SARB). The SARB Team met with 65 families TK-12; 44 male and 21 female with 69% of those students demonstrating improved engagement and attendance. The SARB Team also met with 85 Senior Students who were in danger of not graduating in order to provide support and resources. All support and outreach were made in English and Spanish along with other needed languages. This organization of activities is arranged into three tiers and included the following:

TIER I RE-ENGAGEMENT STRATEGIES
- Identify student who has met criteria
- Verify student information
- Initial contact (ongoing)
- Student Messenger
- Automatic Attendance Communication and
- Daily notification
- General phone calls, text blasts, e-mail.
- Site will send out courtesy email to notify families of absences
- Individualized contact
- Targeted phone calls, text blasts/apps (i.e. Class Dojo), email.
- Provide initial support/intervention:
- Academic, technology, counseling, and/or basic resources
- Document in Q-Visits/Notes
- Complete Tier I checklist
- Verify student information
- Confirm that a contact has been made
- Courtesy email has been sent
- Attendance Letter #1
- Document contact and interventions in Q

- Tier I support offered and documented
- Monitor attendance for improvement before referring to Tier II

TIER II RE-ENGAGEMENT STRATEGIES
- Continue Tier I support/intervention
- Complete questionnaire to identify student/family needs
- Attendance Support Conference- Virtual (Attendance Support Team)
- Complete Home Visit/Welfare/Residence Check/Health Assessment (virtual/ in person when available)
- Provide Tier II support/intervention: SST, 504, IEP, parent training, foster student support through the Foster Counselor, Homeless Liaison, Child Welfare and Attendance Team, counseling, District, and community resources
- Attendance Letter #2
- SART Meeting referral
- Document in Q- Visits/Notes
- Complete Tier II checklist:
- Complete questionnaire
- Attendance Support Conference
- Health and Wellness Check
- Attendance Letter #2
- SART Meeting
- Document contact and interventions in Q
- Tier II support offered and documented
- Monitor attendance for improvement before referring to Tier III

TIER III RE-ENGAGEMENT STRATEGIES
- Continue Tier II support/intervention
- Attendance Letter #3
- Provide Tier III support/intervention: WRAP Services, Community Agencies, RCOE Resources, District Attorney Resources
- SARB Hearing
- Parent Re-engagement Contract
- Refer to District Attorney
- Monitor and Support

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School Closures:
CNUSD successfully began serving Free-To-Go meals on March 16, 2020 to support the community need during the COVID-19 Pandemic. This effort began providing nutrition to individuals 18 years and under on a daily basis and continued in this manner until March 27, 2020. Beginning on April 6, 2020, the delivery of the Free-To-Go meals moved from daily to weekly. That is, students were provided a free weekly allotment of five breakfasts and five lunches to go on Mondays. The shift from daily delivery to weekly delivery was made to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety. The pre-packed meals were provided for all people 18 years and under in the car as the families drove into the pick-up destinations. Parents could also provide a student ID if the students were not in the car as the meals were loaded into the car.

School Year 20-21:
Challenges were encountered at the beginning of the 20-21 school year as CNUSD was allowed to continue service of To-Go meals, but were required to charge all families the free/reduced/paid meal pricing based on student eligibility. During this time, CNUSD saw a significant reduction in meal program participation. Fortunately, the USDA quickly extended the Covid-19 feeding waivers, and in September, CNUSD was once again permitted to support student nutritional needs by offering all meals at zero cost to the community. Each Monday, families could pick up breakfast and lunch to last through the 5-day week, Monday through Friday. Weekly delivery was provided in order to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety.

Hybrid Instruction:
When elementary students returned to hybrid in-person instruction in March, safety precautions were taken with sanitization, mask wearing on the part of students and staff along with social distancing and grab & go meals were provided to all students as they left campus for the day. Meals contained one lunch and one breakfast to be prepared and eaten off campus. Once the CNUSD combined cohorts and expanded the hybrid school day, CNUSD immediately implemented nutrition breaks at the elementary level. Since adequate food intake is necessary for learning retention, nutrition breaks acts as a safety net for students who might not have eaten breakfast at home, and also acts as a snack break for students to fuel their bodies for extended periods of learning. Once secondary students were permitted to return to hybrid in-person instruction, grab & go meals were offered each day. Feeding stations containing grab & go meals were placed near the campus exits for participating students. Weekly To-Go meals continue to be available on a weekly basis for CNUSD's virtual students, the weekly To-Go meal service continues to serve approximately 2,000 meals per week. CNUSD Child Nutrition Services faced supply challenges due to the sudden demands on farmers, food manufacturers, and distributors when many large Southern California Districts began opening schools in the spring. Due to this, CNUSD was forced to offer a repetitive menu to our students, but we anticipate a greater selection of food offerings once the industry restores its workforce and production schedule.

Summer Instruction and Summer Meals:

CNUSD will continue to offer free school meals to all students through summer 2021 and through school year 20-21. Child Nutrition will partner with the Summer Boost & Summer School programs, Corona Library, Home Gardens Library, Corona Parks and Recreation, and Section 8 housing complexes located in the city of Corona, to provide ample food opportunity for our students. Additionally. CNUSD plans to continue its weekly drive thru Grab & Go meals service at the CNUSD Parent Center. Free summer meals information will be distributed soon.

School Year 21-22:
As we move back to pre-pandemic bell schedules for students, plans are underway to provide nutritionally adequate meals for students. Safety precautions will be taken with sanitization, mask wearing on the part of students and staff along with social distancing in the eating area and include other safety measures. Breakfast will be offered in some capacity, and lunches will be offered on campus, during the school day, on all CNUSD campuses. Furthermore, CNUSD will continue to provide meal opportunities for our virtual students. All school meals will continue to be free through June 2022.

Total Meals Served since school closures: 3,969,009 meals
Total Meals Served SY 20-21: 3,242,459 meals
Total Meals Prior to hybrid return: 1,702,977 meals
Total Meals since hybrid return: 2,266,032 meals

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Cleaning equipment to support a safe environment during the COVID-19 Pandemic	$ 209,321	$ 228,380	No
N/A	Additional safety and sanitation supplies	$ 674,889	$ 1,100,185	No
Distance Learning Program	Specialized training for teachers and staff in the area of trauma-based instruction (recorded in actions related to Distance Learning Programs)	NA	N/A	Yes
N/A	School Counselors to provide support	$2,551,923	$ 2,770,443	Yes
N/A	CNUSD Parent Center outreach and support	$ 910,000	$ 910,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The implementation of the CNUSD Learning Continuity Plan related to additional actions went forward according to the initial plan. Expenditures occurred according to the original design. Some of the costs came in as anticipated and other activities came in higher that expected. Two areas that came in higher were cleaning equipment and additional safety and sanitation supplies. This was due to changing conditions and regulations with CDC and CDPH due to the Pandemic. Costs were higher for our school counselors due to step and column increases as well as increases in fixed costs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The past 15 months have provided us with a great opportunity to identify our pressing needs and reimagine how we instruct and support the students in CNUSD. When schools closed in March, 2020 there was an urgent need to provide our staff with immediate professional learning support on how to access digital assets and tools to connect with their students as well as support our unduplicated students in a remote setting. Immediately our teachers on special assignment jumped into action and began delivering on demand, virtual professional learning opportunities. Addressing the mental health needs of our students, staff and families also became a critical need. Our counselors and nurses were part of the critical infrastructure to ensure students were able to access their learning and will continue to be of great need as students transition back to pre-pandemic schedules.

For the 2021-22 school year, we will begin with presentations around trauma-informed practices for all teachers across the district. Classified staff will be invited to attend as well. This common training will create a foundational level of understanding that is needed in each and every classroom in Corona-Norco Unified School District. Throughout the school year we will also engage in other professional learning opportunities to address social-emotional health needs and academic needs. The framework of our professional learning is rooted in our Coherent Instructional Framework. Our trainings will center around learning environment, standards/curriculum, instructional strategies, assessment, and lesson design. Within this foundation we will be able to offer a variety of trainings to meet the varied needs of our staff. We will amplify site coaching for MTSS Tier 1 & 2 processes, ACP/Student Support Center training for paraprofessionals, and in-depth training around SEL competencies and Restorative Practices. To meet our students' academic needs, we will also incorporate training into our curricular areas with a focus on intentional lesson design, best instructional practices, and social-emotional learning strategies. Assessment will also be a priority as we roll out a comprehensive assessment plan that incorporates both social emotional and academic universal screeners.

With the shift to distance learning CNUSD was able to become a 1:1 district, providing every student with a device and a wifi hotspot if needed. As part of the quality instructional program in CNUSD, teachers planned and provided standards-based, content appropriate instruction, utilizing google classroom or canvas as the LMS districtwide. Equity is paramount in CNUSD and as such, teachers supported diverse learners and provided students the opportunity to participate in academic activity daily. As students returned to in-person learning, teachers quickly adapted their instruction to blend and incorporate the use of technology into their pedagogy. Moving forward, CNUSD will continue to support online learning, and the use of technology within the classroom through software, devices and technology support.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our comprehensive assessment system embodies the tenants of the Multi-Tiered Systems of Supports (MTSS) that includes both the academic and social-emotional behavior areas. In order to properly identify student needs and provide the best learning opportunity for students we need to know the whole child, measure learning with a purpose, effectively evaluate the data and make adjustments to support student learning based on the data. Students will be identified based on universal screeners for both academic and social-emotional behaviors, empathy interviews with students and parents, as well as teacher referrals. In addition to identifying the needs of the students, we will be providing targeted training on how to use the data to support student learning tied to the recognized needs. Students will be assessed and monitored through a multi-pronged approach to include, universal Screeners, diagnostics (if needed), progress monitoring assessments, informal and formal formative assessments and summative assessments. These assessment efforts will serve as the foundation for identifying students for the specific interventions which will be implemented under the umbrella of the LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions and services were delivered as planned and described in the Learning Continuity Plan. School counselors shifted their support services to a virtual model as did the Parent Center supports.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon reflection of the student outcomes in the 2019-2020 LCAP and the 2020-21 Learning Continuity and Attendance Plan, next steps become clear. Although the data during the Pandemic is not as abundant as it has been in the past, the following conclusions can be drawn:

- Academic achievement in the areas of A-G completion, CTE pathway completers, English Learner reclassifications, CTE pathway completion, CTE participation and success in the AP/IB/ College Coursework successful completion rose overall and in the district subgroups. Due to the hard work on the part of school and district staff, chronic absenteeism numbers decreased across the board in 2019-2020. Processes and procedures were devised to address these data points that relate to student achievement. These processes have been successful and will continue into the 2021-2022.

- Continued support for counselors to work with students making sure that they are on track for A-G completion is included in the 201-22 through 2023-24 LCAP. Funding for CTE programs continues in the LCAP as well as personnel specifically to support English Learners is included.

- During the 2020-21 academic year, CNUSD enrolled over 13,000 students in a virtual school, K-12. Prior to that year, virtual school was offered to students in grades 9-12. Decisions were made quickly in the summer of 2020 regarding the usage and implementation of a virtual instructional curriculum in order to be prepared to begin school in August 2020. In December 2020, decisions were made to open a K-12 virtual school for 2021-2022 and about 1,500 enrollment applications were received. To make sure that CNUSD had the best curricular materials for students, the district engaged in a program evaluation for the K-5 virtual school using teachers with virtual teaching experience, as the program used in 2020-21 provided some challenges. Recommendations from this evaluation have been solidified, provided to the teachers at the new virtual school, and will support the implementation of a program that employs the California State Standards and parallels the CNUSD traditional program. Supplemental programs for these students will also be funded through the LCAP 2021-24.

- Model units of study (K-12), iLit remote learning plans (7-12 core curriculum for English Learners) and other curricular resources had been created to support students in both virtual and traditional settings during the Pandemic, 20-21. These units/plans are founded in core programs and provide extra curriculum designed to aid learning for unduplicated students, students in poverty, foster youth and English Learners. Work, funded from LCAP 2021-24, will continue to revise and enrich these curricular resources using feedback from CNUSD teachers.

- Strong processes and supports for Social Emotional Learning have been developed during the Pandemic to address the needs of CNUSD students. These include lessons that can be infused into the curriculum by the teacher along the way in the classroom, along with the support of counselors for support groups and for student with specific needs. CNUSD counselors created a number of assets such as the CNUSD virtual calming room and the restorative practices guides. These enrich the toolbox of classroom teachers and address the needs of students' Social Emotional Learning. Input from teachers informs us that these resources have been helpful and that teachers will continue to employ these. Care Solace will continue to be available to provide supplemental aid for students in need of Social Emotional support. Counselors were invaluable during the pandemic and will also continue to be an integral part of the 2021-24 plan.

- Data from the Panorama Survey indicates that there was a reduction of 2,000 student participants when comparing results from 2018-19 to the results of 2019-20. This was due to school closures. The window for participation in the survey opened 2 weeks before school closures and closed 2 weeks after school closures. Some CNUSD schools had completed the surveys prior to the closures, and some did not. For 2021-24, the LCAP continues the usage of this important tool and focus will be place to make sure that students participate in the survey. Additionally, Panorama survey data reveals a drop in the results tied to students' feelings related to sense of fairness and sense of belonging. Staff, particularly counselors, have been made aware of this and efforts will be made to provide additional support for students in these areas.

- As schools closed on March 13, 2020, CNUSD was working towards availability to devices such as Chromebooks for every student. At that point, the district did not have enough devices for every student to engage in digital instruction. In those first days, priority was given for student devices to those with the most need, the unduplicated students. Work continued to move the district to a 1:1 structure so that all students were able to engage in digital instruction daily. Professional Learning was offered to all teachers on the effective usage of technology, both hardware and software to meet the needs of students. As we are gradually returning to face to face instruction, it is important that we learn from this and continue to employ best practices regarding instruction using technology. As such, new to the LCAP 2021-24, is funding to continue professional learning and to refresh technology in the classroom, including both hardware and software.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,254,293.00	$1,778,766.00
Distance Learning Program	$21,904,013.00	$22,373,631.00
Pupil Learning Loss	$5,282,963.00	$5,075,157.00
Additional Actions and Plan Requirements	$4,346,133.00	$5,009,008.00
All Expenditures in Learning Continuity and Attendance Plan	$32,787,402.00	$34,236,562.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,254,293.00	$1,778,766.00
Distance Learning Program	$19,757,497.00	$20,371,692.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$884,210.00	$1,328,565.00
All Expenditures in Learning Continuity and Attendance Plan	$21,896,000.00	$23,479,023.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$2,146,516.00	$2,001,939.00
Pupil Learning Loss	$5,282,963.00	$5,075,157.00
Additional Actions and Plan Requirements	$3,461,923.00	$3,680,443.00
All Expenditures in Learning Continuity and Attendance Plan	$10,891,402.00	$10,757,539.00

Local Control 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
Corona-Norco Unified School District	Dr. Samuel Buenrostro Superintendent	sbuenrostro@cnusd.k12.ca.us (951)736-5010

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Corona-Norco Unified School District (CNUSD) is located approximately 60 miles east of Los Angeles and is the largest school district in Riverside County and the ninth largest in the state of California. As a large urban school district we serve approximately 52,557 students pre-school through Adult Transition across 51 schools: Our schools include: 30 TK-6 elementary schools, three K-8 Academies, two middle schools (6-8), six Intermediate schools, five comprehensive high schools, two alternative high schools, a middle college high school, a school for students with exceptional needs and a TK-12 Virtual School of Innovation. CNUSD provides a wide variety of educational programs such as: Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning/After School Education and Safety Program (ASES), AVID K-12, Advanced Placement (AP), International Baccalaureate (IB), IB MYP (Middle Years Program), STEM, multiple CTE Pathways, and dual/concurrent enrollment with Norco College. CNUSD believes in educating the whole child therefore the social emotional component to learning is very important. Counseling services continue to be expanded K -12 with a focus on unduplicated students and on Foster Youth with the addition of dedicated counselor to support the Foster Youth throughout CNUSD. Organized athletic activities as well as the arts and music are offered 4-12.

CNUSD serves a diverse student population which includes: 54% Hispanic, 23% White, 11% Asian, 6% African American, and 3% Filipino. Over 50 languages are spoken within our schools. In Corona-Norco 47% of students are eligible for free and reduced meals, 47.2% are unduplicated and 14.8% are classified as English Learners. CNUSD employs over 5,000 certificated and classified staff. CNUSD has a strong reputation in California as a high performing system. Of the 51 schools in the district, 36 have been selected as California Distinguished Schools over the last several years.

Corona-Norco ranks among the top two or three districts in Riverside County in conventional measures of student achievement and engagement, a graduation rate of 95.6%, A-G completion rates of 57% and a dropout rate of only 2.7% (the average rates at Riverside County are 90.6%, 50.9% and 5.3% respectively). Corona-Norco prides itself on a two pillar approach to educating its students supporting a high level of academic rigor and relevance and providing for the social-emotional needs of every student.

CNUSD views the LCAP as its equity plan principally directed at unduplicated students. The LCAP supports the district's mission, vision and values that have been outlined in the newly adopted Strategic Plan.

CNUSD's District Vision:
Our VISION is that...
Every student has the skills and resilience to thrive in a diverse global community.

CNUSD's District Mission:
Our MISSION is to …
Provide high-quality education to meet each student's academic, social, and emotional needs. To accomplish this, we employ well-trained staff, promote family and community involvement, and create a safe and supportive learning environment.

CNUSD's District Values:
We VALUE and strive to be …
*   Students First: Our students' needs and safety are always our first priority.
*   Accountable: We act with integrity, honesty, and transparency.
*   Collaborative: Strong relationships are key to our success. We aim to create a healthy work environment based in respect, empathy, and constructive debate.
*   Inclusive: Diversity is a core strength of our community. We strive to provide an equitable learning environment where everyone—regardless of ability, culture, gender, sexual orientation, socioeconomic status, race, and/or religious beliefs—can thrive and feel valued.
*   Innovative: In our pursuit of excellence and equity, we take bold actions, explore innovative ideas, and have the courage of conviction to meet the diverse needs of our community.
*   Aligned: As members of a unified school system, we work together to make strategic decisions, use our resources intentionally, and create a sustainable future for our students.

All goals and actions are established through the lens of principally impacting the achievement of our unduplicated students (EL, LI, and FY). Each year the plan is reviewed and revised to increase or improve services for EL, LI and FY students, moving us closer to precision in the actions and services.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Corona-Norco Unified did experience success and progress. As reported on the 2019 California School Dashboard:

Progress Indicators

3rd – 8th & 11th Grade SBAC scores on ELA (Green):
- Experienced improvement in the distance from standard of 1.8 points. Low Income students increased 1.7 pts; African American increased 5.1 pts; Homeless students increased 9.3 points and Students with Disabilities increased 9.6 points.

3rd – 8th & 11th Grade SBAC scores on Math (Green):
- Experienced improvement in the distance from standard of 3.9 points. Low Income students increased 2.9 pts, Students with Disabilities increased 12.6, African Americans increased 7.5 pts, and Homeless increased 10.7 pts.

Graduation Rate – 93.6% Maintained

Chronic Absenteeism (Green) Overall 5.3%, declined 0.5%

In March 2020 all schools in Riverside County shut down due to the COVID-19 pandemic. As a result of these school closures, State testing was waived for the 2019-20 school year and therefore the most current dashboard data is from 2018-2019. As a result of the pandemic school closures CNUSD shifted all students to distance learning for the remainder of the 2019-20 school year. In spring and summer of 2020, CNUSD developed plans for two distinct instructional models: Remote/Traditional and Virtual. The Remote/Traditional track was designed for students to receive in-person instruction when safe. The Virtual track was designed for families who were not comfortable with their children returning to school in-person under any circumstances. In July and August, students started the 2020-21 school year at the regularly scheduled start date based on school track. Approximately 14,000 students started the school year on the Virtual track with the majority of the students electing for the Remote/Traditional track. In January 2021, Educational Services started the process of a systematic, holistic evaluation of the Remote/Traditional and Virtual programs. This program evaluation was designed to provide insights regarding our two instructional models and provide guidance as we make future instructional plans while continuing to navigate the COVID-19 pandemic. Below is a description of that process and the results.

Methodology:

The approach taken to measure success was to gather both qualitative and quantitative data. The qualitative data gathered was in the form of stakeholder group meetings. The quantitative data gathered included grades for students in grades 7 - 12 and iReady placement and growth data for grades K-8. In order to accurately reflect all of our stakeholders, we held multiple meetings using the same indicators across every group to gain insight into their perspectives of the strengths and challenges of both the remote and virtual learning models. We created a rubric with seven common indicators:
* Alignment to Standards: The extent academic standards reflect the CA Common Core, satisfies A-G and NCAA requirements.
* Rigor: Opportunities for critical thinking, collaboration, communication, creativity, citizenship, and character. DOK levels 3 and 4 activities are present.
* Teacher Time: Impacts on time and effort for staff to deliver curriculum, plan, grade, and communicate with students.
* Student Time: Impacts on time and effort for students to complete activities, submit assignments, complete homework, etc.
* Technical Ease & Integration: Tech tools are user friendly and intuitive.
* Equity and Access: Level of variance in student experience from classroom to classroom.

* Student Engagement: Feeling of connectedness, Zoom attendance, and work completion.

Feedback Meetings:

Several stakeholder meetings were held that included principals, 7-12th grade virtual administrators/APs, teachers, parents, and students. All meetings were conducted via Zoom.

Data and Analysis Qualitative Data:

Alignment to Standards (Strengths)
From the teacher and administrator perspective, there was positive feedback around: Both models: Aligning instruction to the essential standards; Virtual: teachers being able to supplement to meet the standards

From the teacher perspective specifically, there was positive feedback around: Virtual: Strong alignment to the state standards at the intermediate and high school levels

Rigor (Strengths)
From the teacher, student and administrator perspective, there was positive feedback around: Traditional/Remote: Breakout rooms have been used for collaboration; Both models: Activities assigned are more on the creation level versus consumption

From the parent and student perspective, there was positive feedback around: Both models: Teachers are trying and teachers are interactive

Teacher Time (Strengths)
From the teacher and administrator perspective, there was positive feedback around: Both models: Flexibility in schedule for planning, grading and collaboration; Virtual: Efficient nature of courses - little grading and easy to run reports

Student Time (Strengths)
All stakeholders gave positive feedback around: Both models: Flexibility in student work time

Technical Ease and Integration (Strengths)
For all stakeholders there was positive feedback around: Both models: Google classroom was easy to navigate

From the teacher and administrator perspective, there was positive feedback around: Traditional model: Google integration with other apps has been helpful; Virtual: Teachers using Edgenuity have learned quickly how to use the platform

From the teacher perspective, there was positive feedback around: Traditional: Teachers are growing in their use of technology within their lessons

Student Engagement (Strengths)

From the perspective of all stakeholders, there was positive feedback around: Both models: When cameras are turned on, the engagement is high leaving stakeholders feeling connected

From the teacher perspective specifically, there was positive feedback around: Both models: Small group instruction via zoom has been great for supporting students

From the parent perspective specifically, there was positive feedback around: Both models: Feel a stronger connection to the class; Both models: Small groups have supported students

Equity and Access (Strengths)
From the student perspective, there was positive feedback around: Both models: Elementary and Intermediate students felt their experience was equal to that of their peers in other classes

From the teacher and administrator perspective, there was positive feedback around: Both models: District moving to a one-to-one model for Chromebooks; Virtual: Able to easily customize the curriculum to meet the students' needs

Quantitative Data

Grade Levels 9 - 12 - F grades by Track
Overall, from first quarter to Semester 1, failure rates in the Traditional/Remote program decreased by 4.79%. In the Virtual program, failure rates decreased by 9.37% from first quarter to Semester 1 in distance learning.

Grade Levels 7 - 8 - F grades by Track
Overall, from first quarter to Semester 1, failure rates in grades 7-8 in the Traditional/Remote program decreased by 2.31%. In the Virtual program, failure rates decreased by 6.2% from first quarter to Semester 1 in distance learning.

iReady Placement Results ELA K-8
The overall placement on the second Diagnostic for English Language Arts for students in grades K - 8 was 55.2% on or above grade level relative to the end of year expectations. This is a 7.01% increase from the first diagnostic. The breakdown by program for diagnostic 2 show the following:
* Traditional/Remote - 53.71% of the students were on or above grade level relative to the end of year expectations. This is a 6.83% increase of students on or above grade level.
* Virtual - 59.93% of the students were on or above grade level relative to the end of year expectations. This is a 7.48% increase of students on or above grade level.

iReady Placement Results Math K-8
The overall placement on the second Diagnostic for Mathematics for students in grades K - 8 was 45.01% on or above grade level relative to the end of year expectations. This is a 9.76% increase from the first diagnostic. The breakdown by program for diagnostic 2 show the following:

* Traditional/Remote - 43.43% of the students were on or above grade level relative to the end of year expectations. This is a 9.2% increase of students on or above grade level.
* Virtual - 50.1% of the students were on or above grade level relative to the end of year expectations. This is a 11.34% increase of students on or above grade level.

As with all school systems nationwide, recent gains have been undermined by the pandemic, and longstanding achievement gaps have been exacerbated during distance learning. CNUSD is most proud of its responsiveness to our students and community to address academic and social emotional needs, despite the school closures brought on by the pandemic. Under our Board of Education's leadership, CNUSD was the first district in the county to return our most vulnerable (unduplicated) students to in-person learning in October, 2020 through small group cohorts, both during the school day and before and after school. As conditions improved, CNUSD was also the first district in the county to return to in-person hybrid learning. Additionally, we are incredibly proud of the high quality professional learning that was provided for teachers, classified staff and administrators. Almost 400 unique trainings were delivered this school year, including 1,034 sessions, 2,738 participants, and representing over 22,930 hours of logged professional learning hours.

CNUSD will braid LCAP funding with additional state and federal dollars to build upon this success and meet the academic and social emotional needs of its students most affected by the school closures. Academic supports will be provided before and after school to provide additional opportunities for students who may have unfinished learning as a result of the pandemic. Additionally increased mental health and social emotional supports will be put into place to ensure that students can access learning at the highest levels.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Corona-Norco Unified continues to take an active role in addressing the districts greatest needs and performance gaps.

As reported on the 2019 California School Dashboard:

* Suspension Rate (Overall Performance Orange)
CNUSD's overall suspension rate was 3.2%, which was an increase of 0.3%. CNUSD did not have any student groups within the red tier, however, the following subgroups performed with the orange tier: African American, Hispanic; Pacific Islander; SED; and White. CNUSD continues to refine the Multi-Tiered System of Supports (MTSS) framework focusing on data systems and strategies to reduce disproportionality. These strategies include implementing inclusionary, trauma informed, restorative, equity focused, and culturally responsive practices in Tier 1. In Tier 2, implementing restorative interventions, providing various targeted groups, and redefining tier 2 discipline structures. Finally, in Tier 3 providing intensive supports for students with the highest needs. Throughout the tiered system,

CNUSD is implementing a strategic system of screeners and referrals to reduce implicit bias and ensure collaborative systematic data informed approach to support.

* While English Learners continue to make progress as measured on the English learner Progress indicator, English Learners are performing lower when compared to other groups in CNUSD particularly in English Language Arts, Mathematics, and Graduation rate. CNUSD continues to offer professional development focused on designated and integrated ELD K-12. School sites with high concentrations of English Learners provide kinder readiness classes to offer an intensive language instruction program aligned to the foundational reading standards. Elementary schools identify students at risk of becoming Long Term English Learners by grade 4 and provide each individual student with a goal setting meeting focused on reclassification. At the intermediate level the focus is on appropriate ELD placement. They have been refining placement criteria for EL students to ensure a broad course of study. This ensure that students receive both ELD standards and core content. This approach will ensure that student can achieve grade level mastery of standards. At the high school we have a 9-12 pathway that takes into account EL student needs to provide them with focused ELD instruction and course access for A-G eligibility. In addition, counselors ensure that student's eligible for AB2121, and the corresponding reduction of credits for graduation are provided with a differentiated graduation pathway.

* Our latest data on Foster Youth indicates that they are reporting within the Orange range for Chronic Absenteeism, Graduation Rate, ELA and Math. A counselor specifically focused on the needs of Foster Youth has been working with students to support their attendance and academic success. Efforts will continue to improve this area. Additionally, continued implementation of SART and SARB process with a focus on the needs of Foster Youth will continue as well as the work with MTSS to ensure other means of correction rather than suspension.

* Socioeconomically Disadvantaged students demonstrated growth in ELA, Math and College/Career Readiness, however, this group falls into the orange category for both ELA and Math. Updated and content aligned math materials will be purchased and implemented in the 2021 school year and Professional Development will be provided to successfully implement these materials. A pilot for grades K-8 Math will be implemented throughout the 2021-22 school year.

* Homeless students are performing well in every area addressed by the dashboard. They have shown significant increases in performance in ELA, Math, Graduation Rate and College/Career indicators. Additionally, their suspension rate has declined by 3.2% as well. Regarding Chronic Absenteeism, Homeless students fall within the red tier for Chronic Absenteeism. Homeless students will continue to be supported with attendance and academics through Club Hope that has been created to provide assistance for our families experiencing homelessness.

* While African American showed significant growth in both EL and Math, they are scoring in the orange category for both suspension and chronic absenteeism. As we continue to implement MTSS, particular focus will be placed on the needs of African American students to reduce the number of suspensions, increase attendance and provide academic support.

* Students with Disabilities showed significant growth in both ELA and Math, however, they are still performing below expectations in several categories when compared to overall district achievement. According to the California School Dashboard, students on IEP's fall into the orange category for mathematics and graduation rate and are in the red category for college and career readiness. Focused PD will continue to be provided for teachers of students with IEP's along with new materials in both math and ELA to support differentiation and modifications while teaching grade level standards.

* Native Hawaiian or Pacific Islander students are reporting to be in the "high" green category for the achievement in English Language Arts. In the areas of Chronic Absenteeism and Suspension, however they are in the orange category. Using SART and SARB processes with a focus on students with Native Hawaiian or Pacific Islander, improvements will be implemented. As we continue to implement MTSS, stress on the needs of Native Hawaiian or Pacific Islander students will be placed to reduce the number of suspensions, increase attendance and provide academic support.

Identified needs as a result of our program evaluation (details listed above) conducted in January, 2021 are:

Quantitative Data

Grade Levels 9 - 12 - F grades by Track Semester 1.
The overall failure rate for Fall 2020 - Semester 1 for all students in grades 9 - 12 earning 1 or more Fs:
* Traditional/Remote Track - 32.60%
* Virtual Track - 35.51%
While the failure rate was just over 10% higher than the previous year at the same time, the rate was close to the same percentage in both Traditional/Remote and Virtual for Fall 2020 -The trend for English Learners and Foster Youth showed that students in Traditional/Remote had a higher percentage of failure than the students in the Virtual track. The trend for Special Education and Socioeconomically Disadvantaged subgroups showed that students in the Traditional/Remote and Virtual tracks had about the same percentage of failure rate. English Learner and Foster Youth students had almost double the failure rate as the overall rate for those on the Traditional/Remote track.

Grade Levels 7 - 8 - F grades by Track
The overall failure rate for Fall 2020 - Semester 1 for all students in grades 7 - 8:
* Traditional/Remote Track – 33.64%
* Virtual Track – 42.47%
The failure rate was just over double the rate from the previous year at the same time. The failure rate for the Virtual track was just under 10% higher than the Traditional/Remote track for Fall 2020 - Semester 1. The trend 9 for Foster Youth and Socioeconomically Disadvantaged subgroups showed that students in the Virtual track had a higher percentage of failure than the students in the Traditional track. The trend for Special Education students showed that students in Traditional/Remote and Virtual tracks had a failure rate within about 3% of each other, with the Virtual Track being slightly higher. The trend for English Learners showed that students in Traditional/Remote and Virtua tracks had a failure rate within about 3% of each other with the Traditional/Remote track being slightly higher.

Conclusion
Based on the results of the evaluation, the key findings identified were:
* Failure rates for high school students in the Traditional and Virtual models were fairly consistent, whereas failure rates for intermediate students were much higher in the Virtual model than the Traditional model.
* Based on the iReady Diagnostic Two results for ELA, more than 55% of the students who took the assessment are on or above grade level relative to the end of year expectations.

* Based on the iReady Diagnostic Two results for Mathematics, more than 45% of the students who took the assessment are on or above grade level relative to the end of year expectations.
* Being able to interact in the virtual setting is important; however, with so many students not showing themselves on camera, this is difficult to achieve consistently.
* Some students still are not connecting.
* Teachers and students have grown in their purposeful use of technology.
* Support at home is inconsistent across families.
* Access to technology and unstable wifi are challenges for some students.
* Teachers are supplementing Edgenuity in the TK-5 Virtual program to meet the California Common Core standards.

Implications for next steps:
* Funds have been allocated to become a one-to-one Chromebook district. Chromebooks are in the process of being delivered to all students.
* Professional learning offerings continue in response to teacher requests in order to support purposeful technology integration.
* Administrators are conducting home visits for families that have been identified as needing additional support or who have not been connecting with teachers in class. Small group intervention cohorts continue at all levels. Though they are growing, since they are not required, attendance is not consistent. Athletic, VAPA, Special Education and intervention cohorts are in action to support student connectedness.
* Plans for a relevant K-12 summer school program are being made to include expanded opportunities for credit recovery and academic intervention, targeted mental health supports, and options for both virtual and in-person attendance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The success of any community is closely linked to the quality of education received by its residents. Educational opportunities are directly affected by the funding made available to local schools. In order to better target the use of those funds, the state of California has changed its school funding system, which will now be focused on equity, transparency, and performance. The new system is called the Local Control Funding Formula or LCFF, which greatly simplifies state funding for schools. LCFF school districts are required to adopt a Local Control Accountability Plan (LCAP) to allocate the state funds needed to ensure continued success for Corona-Norco Unified School District students. To assist us in this effort, we called on our community to provide feedback and to partake in key discussions regarding the educational services we provide. CNUSD remains dedicated to being proactive in implementing the state mandated priorities related to the LCFF and continues to provide a safe learning environment that meets the physical, emotional, social, and intellectual needs of all students. CNUSD is working together with parents and communities to prepare every student to be college and career ready.

The Corona-Norco Unified School District recognizes that effective outreach and stakeholder engagement is a critical component of our LCAP. For this reason, we have ensured broad representative feedback throughout the LCAP process. As such, the district used the following approaches to garner community engagement:

- LCAP Advisory Committee: A committee comprised of various community stakeholders representing various interests and subgroups. This committee met regularly to review and analyze data leading to the identification of LCAP priorities and to discuss progress on programs specified in the LCAP.
- Community Survey: Input was collected through a community survey for the new Strategic Plan. The 2021 - 24 LCAP will align and support this plan.
- Student Voice: Feedback and recommendations were provided by our intermediate and high school students regarding focus areas and program expansion.
- DELAC and Superintendent's Advisory Committees (SPAC): Both the District English Language Advisory Committee (DELAC) and the Superintendent's Parent Advisory Committee (SPAC) provided input and feedback to support the LCAP.

CNUSD's focus on the whole child is evident in the district's continuous work relevant to the two pillars – the Academic, Rigor and Relevance Pillar and the Social-Emotional Pillar. CNUSD's plan is aligned with the district's newly created Strategic Plan as well as the Board of Education's focus areas and priorities. With that in mind, the CNUSD LCAP is segmented into 3 overlapping areas that address both pillars: Pupil Outcomes, Conditions of Learning, and Engagement.

Below is a summary of the activities for each of the areas of LCAP.

Pupil Outcomes
Goal 1: Academic Excellence: Ensure all students have opportunities to achieve a high level of academic success.

Identified Need: In aligning with our districts newly created Strategic Plan we have outlined a need to close the identified opportunity gap by providing additional supports to students who are not yet meeting academic standards or have experienced learning loss. We believe that each student should have a consistent learning experience with a baseline of services for each student. Additionally, there is a need to provide a variety of learning options to best meet the individual needs of our students and families. Ensuring that the district has systems and processes that are aligned with the districts value of inclusion and research-based best practices to increase equitable outcomes for students and staff are critical. Employee training at all levels is needed to ensure that this is implemented systemwide. The data that we use to determine specific needs birthed out of both local assessments, grades and empathy interviews throughout the year.

Programs that will begin in 2021:
- Digital Integration through a 1:1 student device refresh

Ongoing programs/initiatives in this area include:
- Additional maintenance personnel to maintain facilities
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Intervention support for literacy at highly impacted elementary schools
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support of the Genius Squad
- Instructional technology and educational software for the classroom

- Site champions to support the implementation of technology at the school site
- Implementation of a Learning Management System to support personalized learning in the future
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Support for our Communication Office to effectively inform our community
- Comprehensive visual and performing arts program for elementary students
- School allocations for supplemental support of at-risk students
- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals – to support schools with high need
- Additional Dual Language Immersion teachers
- Intervention programs to support improvement in mathematics
- Literacy initiative to support student reading proficiency by the end of third grade
- Supplemental materials to support at risk students
- Additional translators to support communication with English Learner parents
- AVID from high schools and intermediate schools to elementary schools
- Quality ELD implementation
- Special Education and foster youth support
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school

Conditions of Learning
Goal 2: College and Career Readiness: Provide every student the knowledge and skills needed to obtain a post-secondary education, enter the workforce, and to compete in a global economy.

Identified Need: In order for our students to be considered college and career ready at the secondary level as measured by meeting A-G requirements, Career Technical Education (CTE) pathway completion mapped to high growth, strong employment opportunities, and/or achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA and Math, students need to receive a 21st Century educational experience. Students need to be provided access to the 21st Century learning environment that includes opportunities to explore college and career options, technology integration, STEAM related experiences, and the "4Cs" (critical thinking, collaboration, creativity, and communication).

Programs that will begin in 2021:
- Umoja Program at ERHS and CEHS

Ongoing programs in this area include:
- Provide a graduate follow up system
- Further expansion of the CTE pathways
- Contracting to employ a medical pathway consultant
- Coordinator support and training to place students in CTE pathways

- Professional development for CTE teachers
- Monitoring and support for at-risk students in CTE courses
- The development of new high yield pathways particularly in Science, Technology, Engineering, and Math
- CTE director, ROP teachers, and additional CNUSD teachers to support CTE and STEM programs
- Increase of articulation agreements
- Implementation and continued support of a STEM program and Project Lead the Way (PLTW) in high schools and intermediate schools
- Student support for Advanced Placement expansion and International Baccalaureate
- Puente Program at the HS level

Engagement
Goal 3: Student Safety and Well-being: Provide all students the tools, resources, and support they need to manage mental health challenges and be safe physically and emotionally.

Identified Need: There is a need to provide systemic tiered student support to increase mental health awareness and resources to all students. While CNUSD has seen favorable results in social-emotional surveys, there is no doubt that the pandemic has taken a toll on students and families, particularly unduplicated students. To ensure that reach equitable outcomes for all of our students we must ensure that our students are provided a physically and psychologically safe environment to learn.

Programs that will begin in 2021:
- Two additional school nurses will be hired
- SEL support for elementary sites through additional STEPs aides

Ongoing programs in this area include:
- Continued improvement of student attendance through support of SART and SARB processes
- Implementation of character education programs to support students
- Expansion of Multi-tiered Systems of Support (MTSS)
- Employment of Safety and Violence Prevention Counselors
- Employment of School Resource Officers
- School support for Comprehensive School Safety Plans
- TK-12 counselors to support the social-emotional aspect of student needs
- Dedicated counselor to support Foster Youth
- Employment of STEPS aides to support young children in building positive social skills and expansion of this program
- Parent nights to support school programs and involvement
- Conducting needs assessment surveys for district to support meeting the needs of families
- Family and community engagement support
- Implementation of the CNUSD Parent Center with personnel
- Personnel to support the mental health of our students most in need (Wrap Services)
- An additional school nurse

- Tier I Experiences for students such as the World Kindness Conference, Teen Talk, W.E.B., Link Crew
- SEL Universal Screeners
- Suicide Prevention program to support student mental health and well-being
- Academic Saturday School

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.

Schools identified in Corona-Norco Unified School District for Comprehensive Support and Improvement are Orange Grove Alternative High School and Corona-Norco Alternative.

Support for Identified Schools

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

Both Orange Grove Alternative High School and Corona-Norco Alternative are schools that support students who have encountered difficulties in their lives. These students have experienced significant setbacks in their lives including trauma, drug abuse and violence. The schools support students in grades 9 through 12 and focus on social emotional learning as well as academics. During the development and implementation of the improvement plan, stakeholder engagement is very important. Both schools engaged diverse groups of stakeholders in analysis and discussions around school data to get to the root causes of the barriers to learning for students. Stakeholders met in teams to talk through their ideas for improvement and provide recommendations and feedback. These stakeholders included parents, teachers, counselors, paraeducators, ELAC, School Site Council and students.
Both schools engaged in a process that asked the following questions:
- Describe the data sources used
- Findings (Here's what?)
- Possible Reason for finding (So What?)
- Need Based on Finding (Now what?)

This process allowed for in-depth conversation regarding conditions and obstacles to learning that are at each of the schools as well as for possible remedies that would support the students and their learning. The data that was used was graduation rates, chronic absentee rates, credit attainment and suspension and expulsion rates along with a study of offenses. Information was shared as to the ethnicities, socioeconomic data, rates of English Learners and special education status. Finally, academic data was studied using formative and summative assessments, CAASPP data in ELA and Math, as well as grades.

At Orange Grove Alternative High School, the root cause analysis process determined that students entering Orange Grove Alternative High School brought with them the dual situation of behavioral issues and long-term academic deficits. Suspension and expulsion causes are predominately from drug and alcohol related violations. Using an empathetic interview process, it was gleaned that the students have engaged in long-term struggles in their lives. Multiple and complex childhood trauma is a common theme and the behaviors/academic performance of OG students align with symptomology of trauma coupled with a lack of protective factors in their home lives. Based on the root cause analysis process, research-based recommendations from the stakeholder group that have been input into the plan include:

- Staff training on social emotional learning strategies to build a community based on safety
- Provide personal counseling (consultant agreement)
- Provide additional academic support for students through the implementation of intervention specialists and
- Implement AVID strategies in academic classes and provide AVID classes.

Corona-Norco Alternative is an independent study program that supports students who are behind in credits for graduation. Students who attend this program have had academic difficulties along with a non-connection to their home schools for various reasons. Students enter this program after very limited success and time away from schooling due to trauma, pregnancy or difficult life experiences. Based on needs that arose as a result of the pandemic, commencing in the 2021-22 school year, Corona-Norco Alternative has been redesigned to include students from Kindergarten through grade 12. These students will engage in their learning through a virtual platform. Based on the root cause analysis process, research-based recommendations from the stakeholder group have been made part of the plan and include:

- An additional counselor and another staff member (contracted services) will be hired to augment Social Emotional Learning supports, school connectedness, completion of FAFSA and academic supports
- Additional professional learning opportunities will be provided to support research-based strategies that will aid students in their academic achievement
- Additional tutoring support to be provided during after school hours and on Saturdays.
* Supplemental learning materials to support students in meeting the standards

As part of the analysis process at each school resource needs were identified. Resources have been identified as staff, instructional materials, and funding. Support for both schools, Orange Grove Alternative High School and Corona-Norco Alternative, will be provided with ongoing LCAP Supplemental funding, Title I funding and other state and federal funding.
Inequities that were identified by Orange Grove Alternative High School were: lack of hope, the need for academic remediation and foundational academic skills, an understanding of the work and college environments and lack of basic necessities.
As part of the school CSI plan included are:

- forging connections to school with the students through providing a safe environment. Staff will engage in specialized training in social-emotional learning and creating community and provide personal counseling with the support of an extra counselor (contracted services)
- providing an understanding of college environments through the implementation of an AVID program at Orange Grove
- supporting academic growth along with filling gaps in academic skills by hiring intervention specialists and providing additional tutoring opportunities
- supporting students to engage in counseling sessions to demystify the post graduate path and CTE pathways for certification

The inequities identified by the Corona-Norco Alternative are the need for students to be more connected to school, the need for students to

have access to information about post high school opportunities such as college and technical schools, and the need to close gaps in achievement for students. As part of Corona-Norco Alternative's CSI plan there are the following actions:

- An additional counselor (contracted services) to support student engagement in school as well as supporting SEL for the students
- The addition of a classified staff member to support students in the completion of the FAFSA as well as providing information regarding CTE certifications and opportunities
- Supporting students through additional tutoring hours to close academic gaps
- Supporting parents to be active learning coaches in their child's education

Monitoring and Evaluating Effectiveness

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

Collaboration is a hallmark of the work done in CNUSD. As the district and schools move more deeply into the CSI plans, discussions will be held between LEA staff and school staff regarding formative and summative data to gauge student progress. These conversations will include deep looks into the actions in the CSI plan to determine if the activities are meeting the need and if any other supports need to be initiated or if the planned actions need to be ceased. Continued staff development will be provided in order to build capacity to reach to the root causes of problems of practice at each school. District and school staff will meet with the school community through the representation at School Site Council to discuss the process of continuous improvement at each school.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder input and engagement is paramount to the creation of CNUSD's LCAP. This year, due to the pandemic, all stakeholder engagement was conducted via Zoom. While the pandemic provided challenges it also provided us opportunities to engage with our community members in new ways to determine what they perceived to be the highest needs moving forward for the upcoming school year and beyond.

A forty-eight (48) member LCAP Advisory Committee met multiple times between February and April to identify needs and monitor programs. These meetings allowed the committee to delve deeply into current programs and possible programs and provide input in the form of recommendations for the revision of the LCAP.   This group included representatives from community members and parents (representing foster youth, English learners, low-income students, students with disabilities, and gifted students) Corona Norco Teachers Association (CNTA) leadership and teacher representatives; California School Employees Association (CSEA) leadership and classified representatives; and site and district office administrators representing all district divisions. Each group numbered 12 members. The first meetings were held with the individual stakeholder groups to facilitate orientation to the LCAP and to allow for questions in the smaller groups.   Meetings with the individual groups took place on: February 10 & 11 (Management, CSEA, CNTA, Parents).   The full committee met together on the following dates: 2/19/21, 3/5/21, 3/17/21, 4/6/21, 5/27/21.   During the first meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each stakeholder group as well as the themes that emerged. Additionally, Business provided a fiscal presentation regarding LCFF and LCAP. During the subsequent meetings, district staff members brought information about the implementation of the following LCAP initiatives: Technology, AVID, Career Technical Education (CTE), Professional Learning, Family Engagement, Communications, and MTSS (academic and SEL supports). These presentations included quantitative and qualitative data as well as program information. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion, digitally charting for larger group share outs. This information was transposed and given to the LCAP Advisory Members as a record of the meeting and for future use in setting priorities and recommendations for the upcoming LCAP. Feedback was gathered from the committee about implementation and areas of focus for the future principally directed toward the unduplicated count students in CNUSD.

As part of the CNUSD comprehensive outreach to the community for input and feedback, opportunities were provided for this essential task with the Superintendent's Parent Advisory Council (SPAC), the District English Learner Advisory Committee (DELAC), and the Special Education Learning Plan Area (SELPA). As was mentioned, these committees/groups have representation on the LCAP Advisory Committee which augments their voice and brings the group's specific perspective to the discussions in the committee meetings. The SPAC met virtually several times throughout the year (8/25/20, 11/17/20, 1/26/21, 3/17/21, 5/19/21) with the final meeting dedicated to discussion of the LCAP and the gathering of their important input to support the development of the LCAP. The CNUSD DELAC meets monthly to discuss significant issues for English Learners and to provide input for the revision of the LCAP. Each year one meeting is dedicated to the discussion of the LCAP and the gathering of input used to formulate specific actions in the LCAP to assist English Learners.   Ongoing consultation with the CNUSD SELPA provides an understanding of the needs of our students on IEPs and recommendations on what resources are needed to meet that need. This consultation takes to form of discussions with SELPA personnel as well as a specific meeting

with the Special Education Community Advisory Committee (CAC). The CAC is comprised of parents of students with disabilities and community members.

Additional feedback on needs was obtained in January 2021 through a Program Evaluation of CNUSD's remote and virtual learning platforms . This evaluation engaged stakeholders in questions around several indicators to hear the successes and the challenges of the various platforms. The results were intended to provide the district an opportunity to make needed adjustments as well as guide future instructional planning. In order to accurately reflect all of our stakeholders, we held multiple meetings using the same indicators across for every group to gain insight into their perspectives of the strengths and challenges of both the remote and virtual learning models. We met with a variety of stakeholders including all site principals, 7-12th grade virtual administrators/APs, teachers, parents, and students. Principals shared the information with teachers to gain their insight and feedback. Parents gave feedback through the Superintendent's Advisory Council. Principals also referred students from each site in grades 4 through 12 and invited them to a feedback session facilitated by district adminstrators. Insight gained from this process allowed us to hear how much students and teachers had grown in their technology skills and their desire to maintain this type of learning experience. Academic support for students who may have unfinished learning as a result of the pandemic was evident and the need for continued social-emotional support to address mental health needs and reengagement for students was clear.

Further feedback was provided through a community survey that was provided to every family within CNUSD. This survey asked families to rank priorities as well as provide additional feedback and comments through free response options. Targeted student feedback was also gathered through virtual meetings held with intermediate and high school students that were selected to represent the diverse makeup of their sites.

A summary of the feedback provided by specific stakeholder groups.

As can be seen, input for the development of the LCAP was gathered from a diverse group of community and stakeholders. Analysis of this feedback has provided insight into the needs of the CNUSD community. This analysis included identification of trends in the data and was used to build the LCAP 2021-2023 LCAP. Below is a reflection of the input and recommendations that were provided the CNUSD community.

Student recommendations were thoughtfully provided and included:
- Social and emotional learning support
- Program to guide students into college
- Tutoring
- Programs in Math and Science
- Wifi and internet connection

The responses from the DELAC included:
- Ensure students have the needed devices
- Support families with opportunities in the area of technology usage
- Counselor Engagement and Social Emotional Learning.
- Continue to provide professional development to teachers, especially in strategies to support English Learners.

- Continue with intervention support for students that may be behind
- Making sure to provide the support necessary to parents so that they can be fully engaged in their child's education
- Improve parent communication

Consultation with the CNUSD SELPA reveal the following recommendations:
- Additional tutoring and intervention support so that students meet the grade level standards
- Specific supplemental materials to support students to academic success

Feedback from the Superintendent's Parent Advisory (SPAC) included:
- CTE offerings are tremendous and valued by the community.
- The focus on VAPA is appreciated
- Maintain 1:1 devices for all students
- Continue to Increase technology infrastructure
- After school on-campus tutoring is needed
- Additional Counselors to address impacts from the pandemic should be considered
- Translation services in multiple language, additional to Spanish is needed
- Supplemental School nurses to support safety should be added to the LCAP
- Further Parenting classes
- Lower class sizes

The top recommendations made by the LCAP Advisory Committee considered while revising the LCAP for 2021 - 2024 are:
- Reduction in class size
- Professional Learning for teachers and classified staff focused on best practices for standards based instructional strategies using technology and effective approaches to support students who may present with gaps in their learning
- Focus on social justice and diversity
- Resources for systemic formative assessments K-12 to inform instruction
- Digital curricular resources to assist in effective instruction
- Interventions in reading and math
- Summer school options for K-12 students focused on closing learning gaps
- After school programs to help close learning gaps and provide enrichment for students
- Provision of a refresh cycle to continue access for students on a 1:1 device platform
- Maintenance of devices and infrastructure and support for students, staff and parents with implementation of technology
- Additional Nurses to provide an extra level of safety for students and staff
- Counselors
- Maintain strong communication with community

During the same time period as the development of the CNUSD LCAP, a large group was engaged in creating a district Strategic Plan which provided focus for the creation of the LCAP. Feedback was also garnered through the CNUSD Strategic Plan development that includes specific goals and was developed through extensive stakeholder engagement. These goals used to inform the LCAP creation process

include:

* Academic Excellence
 Closing the Opportunity Gap, Providing a Consistent Student Experience, Flexible Learning Options,
 Technology, Family Engagement

* Student Well-Being
 Student Mental Health, Safety
* Equity
 Employee Training, Systems and Procedures, Employee Representation, School Curriculum, Digital
 Divide

* Effective Governance
 Leadership Collaboration, Employee Engagement, Financial Stability, Student Enrollment,
 Community Engagement, Physical Infrastructure, Technology Infrastructure

Through engaging our community inclusive of parents, teachers, classified, administration, and students CNUSD has a clear picture of the
needs and direction of the district stakeholders. Upon analysis of the detailed input from the committees/groups mentioned above, particular
themes emerged. These are:

* Student Outcomes/Curriculum
        Flexible learning opportunities for students, Digital supports for students, Reduced Class Size, Social justice and diversity focus,
Professional Learning focused on effective instruction to meet student needs

* Academic Interventions
 Tutoring/small group support, K-12 Summer School, on demand tutoring, After School programs, MTSS supports for Tier I & II

* Technology
 Access and equity to devices for all, Technology support, additional devices and reliable Infrastructure

* Support Services
 Extra services from Nurses, Safe classrooms and sanitation, Para-educators to support student learning, supplemental resources for
Homeless Youth, expanded translation services

* Parental Involvement
 Expanded community partnerships, additional Parent Trainings/engagement opportunities to support student achievement, Continued
parent/teacher communication

* Mental Health/SEL

Supplemental Counselor services, additional STEPs aides, MTSS supports for Tier I & Tier II
* Communication
Transparency with community through ongoing communication campaigns and messaging.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on data analysis and recommendations from constituents new actions were considered. A review of existing the actions within the LCAP was conducted resulting in the elimination of some actions, and a reduction in others to allow for the funding of new actions and services identified as needs by our stakeholders. As a result of the pandemic CNUSD was able to become a 1:1 district. This was mentioned by every group as a positive result of the pandemic and the innovation and growth we have seen in our students and teachers is something that we want to ensure continues. To that end, a computer refresh plan has been added to the LCAP that will allow for a five-year replacement cycle for all devices. Additionally, as a result of Stakeholder feedback, CNUSD will be adding 2 school nurses. In an effort to increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations CNUSD will implement a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need through coaching and site supports. Additional STEP's aides will also be added to ensure that every elementary site has a STEPs program.

Interventions and tutoring to support struggling students was mentioned in almost all of the groups above along with supplemental programs to provide additional resources to close any learning gaps experienced by students. CNUSD school sites have been allocated funding to support these needs at the site level. Along with that, the district has provided supplemental materials such as iReady (K-8), Educational Software for Guiding Instruction (ESGI) to support early literacy, Read 180 (7-12) and various digital programs to support struggling students.

In the LCAP are included additional teachers to reduce class sizes and professional learning opportunities for teachers and classified personnel to support the effective instructional strategies in the classroom by way of first best instruction and appropriate data informed teaching techniques to close learning gaps that students may experience. Additional opportunities for parent engagement will be directed through the CNUSD Parent Center.

Transparency with community through ongoing communication campaigns and messaging is imperative. Efforts will continue with the regular dissemination of district newsletters to both staff and community and will be expanded to include needed information as the needs arise.

Goals and Actions

Goal

Goal #	Description
1	Academic Excellence: Ensure all students have opportunities to achieve a high level of academic success.

An explanation of why the LEA has developed this goal.

In aligning with our districts newly created Strategic Plan we have outlined a need to close the identified opportunity gap by providing additional supports to students who are not yet meeting academic standards or have experienced learning loss. We believe that each student should have a consistent learning experience with a baseline of services for each student. Additionally, there is a need to provide a variety of learning options to best meet the individual needs of our students and families. Ensuring that the district has systems and processes that are aligned with the districts value of inclusion and research-based best practices to increase equitable outcomes for students and staff are critical. Employee training at all levels is needed to ensure that this is implemented systemwide. The data that we use to determine specific needs birthed out of both local assessments, grades and empathy interviews throughout the year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC ELA/Literacy State Priority 4	CAASPP Data - Fall 2019 * Overall - 61.48 % * Hispanic - 52.85 % * English Learner - 16.77% * Low Income - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %				* Overall - 64.48 % * Hispanic - 58.85 % * English Learners - 22.77 % * Low Income - 55.05 % * Foster Youth - 37.90 % * African American - 61.56 % * Special Education - 27.62 % * RFEP - 74.51 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC Math State Priority 4	CAASPP Data - Fall 2019 * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 %				* Overall - 49.8 % * Hispanic - 42.33 % * English Learners - 20.02 % * Low Income - 39.38 % * Foster Youth - 26.30 % * African American - 41.84 % * Special Education - 20.83 % * RFEP - 52.53 %
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 - Q SIS * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 %				* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * Low Income - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Special Education - 9.54 % * RFEP - 60.09 %				* RFEP - 63.09 %
Participation in AP Tests State Priority 4	2019 - 2020 Collegeboard and Q SIS * Overall - 71.36 % * Hispanic - 66.51 % * English Learners - 51.64 % * RFEP - 72.46 % * Low Income - 67.79 % * Foster Youth - 50.00 % * African American - 56.57 %				* Overall - 74.36 % * Hispanic - 72.51 % * English Learners - 57.64 % * RFEP - 78.46 % * Low Income - 73.79 % * Foster Youth - 56.00 % * African American - 62.57 %
Percentage of unduplicated students scoring 3 or better on at least one AP exam: State Priority 4	2019 - 2020 Collegeboard and Q SIS * Overall - 61.07 % * Hispanic - 54.99 % * RFEP - 60.48 % * Low Income - 53.51 % * Foster Youth - 60.00 % * African American - 51.75 %				* Overall - 64.07 % * Hispanic - 60.99 % * RFEP - 66.48 % * Low Income - 59.51 % * Foster Youth - 66.00 % * African American - 57.75 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. State Priority 4	CAASPP Data - Fall 2019 * Overall - 66.67 % * Hispanic - 59.79 % * English Learners - 14.97 % * Low Income - 57.38 % * African American - 59.62 % * RFEP - 70.37 %				* Overall - 69.67 % * Hispanic - 65.79 % * English Learners - 20.97 % * Low Income - 63.38 % * African American - 65.62 % * RFEP - 73.37 %
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. State Priority 4	CAASPP Data - Fall 2019 * Overall - 39.93 % * Hispanic - 30.56 % * English Learners - 8.36 % * Low Income - 28.73 % * African American - 31.18 % * RFEP - 38.42 %				* Overall - 42.93 % * Hispanic - 36.56 % * English Learners - 14.36 % * Low Income - 34.73 % * African American - 37.18 % * RFEP - 44.42 %
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 DataQuest * Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7%				* Overall - 98.6% * Hispanic - 98.1% * English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8%				* Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
EL Reclassification Rate State Priority 4	2020- 2021 DataQuest 12.6%				15%
Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC State Priority 4	California School Dashboard - Fall 2019 50.00 %				56.00%
Local Indicators: * Appropriate teacher assignment State Priority 1	2020 - 2021 Williams Act Reports Appropriate teacher assignment 100%				Appropriate teacher assignment 100%
Local Indicators: * Student access to core materials State Priority 1	2020 - 2021 Williams Act Reports				Student access to core materials 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student access to core materials 100%				
Local Indicators: * Facilities in good repair State Priority 1	2020 - 2021 Williams Act Reports Facilities in good repair 100%				Facilities in good repair 100%
Local Indicators: Implementation of the academic content and performance standards adopted by the State Board of Education State Priority 2	100%				100%
Local Indicators: EL Access to and implementation of CCSS and ELD Standards State Priority 2	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Staffing	a. Highly trained teachers will provide rigorous instruction and support services daily Funding through: LCFF $278,264,645 b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. Funding through: LCFF $31,250,976 c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. Funding through: LCFF $79,233,170	$388,748,791.00	No
2	Access to standards aligned instructional materials and facilities that are maintained in good repair	a) All students will have sufficient textbooks and instructional materials. Funding through: LCFF $2,590,679 b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair Funding through: LCFF $26,682,818 Funding through: LCFF Supplemental $463,996	$29,737,493.00	No
3	High quality professional learning will be made available to all certificated staff	Provide all teachers with Professional learning on research-based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional learning can include capacity building, leadership training and site based professional learning. Walk through protocols will be employed to support and improve instruction for ELs, FY and LI students. Data will be used to identify future areas of need professional learning. Funding through: LCFF Supplemental	$1,600,000.00	Yes
4	High quality professional learning	Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	will be made available to all classified staff	Funding through: LCFF Supplemental		
5	High quality professional learning will be made available to all special education staff staff	Teachers will be provided professional development to support the specialized instruction for Students with Disabilities Funding through: LCFF	$75,663.00	No
6	Instructional Support and Coaching	Continue to support the educational process for At-Risk EL students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons and coach. Professional development specifically on language acquisition across content areas will be provided to teachers to meet the needs of the EL students. Funding through: LCFF Supplemental $253,471 & TIII $421,969	$675,440.00	Yes
7	Intervention Support and Instructional Coaching	The educational process for At-Risk students will be supported at the school site with additional personnel (TSAs) to deliver professional development, model lessons and provide direct intervention support to students not yet meeting standards. Funding through: LCFF Supplemental $2,395,168 & TI/TII $953,055	$3,348,223.00	Yes
8	Data Analysis	Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. Funding through: LCFF Supplemental	$254,689.00	Yes
9	Educational Technology hardware and software will be	Provide access & support to technology to enhance student learning (CCSS) and digital integration. Technology funding to refresh instructional technology in the classrooms to ensure all teachers have	$907,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
	provided to all sites and supported through professional development and staff:	devices that are no more than 5 years old. Additional IT technicians will be provided to assist with educational technology support. Funding through: LCFF Supplemental		
10	Site Technology Support	With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites. Funding through: LCFF Supplemental	$30,000.00	Yes
11	Access to instructional software and support	Incorporate the use of computer software into the classroom (i.e. Nearpod, ESGI, Discovery Media, VMWare). Continue to provide and expand access to a digital assets that increase digital literacy and allow students to enrich their learning experience through digital creation. Funding through: LCFF Supplemental	$1,337,136.00	Yes
12	Learning Management System	As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. Funding through: LCFF Supplemental	$186,000.00	Yes
13	Access to technology	Support the implementation of 1:1 student devices by maintain the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students that do not have adequate internet access in their home. Funding through: LCFF Supplemental	$2,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Assessment Support	With the implementation of the district's Comprehensive Assessment Plan, schools have the need for support with onsite training and support with data analysis to support differentiation and targeted instruction. The Genius Squad will be trained and deployed to support this. Funding through: LCFF Supplemental	$168,000.00	Yes
15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Induction support providers will provide coaching and support to new teachers resulting in highly qualified teachers. Funding through: LCFF Supplemental	$698,538.00	Yes
16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. Funding through: LCFF Supplemental $1,206,214 & ASES State Funds of $2,301,663	$3,507,877.00	Yes
17	Science, Math and NGSS	a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS. Funding through: LCFF Supplemental b) The purchase of supplemental science materials will continue for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students. Funding through: LCFF Supplemental	$299,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	Community Engagement - Communications	Provide a strategic communications plan to increase community engagement and two-way communication between the district, administration, staff, students, parents and the community with a focus on disadvantaged (unduplicated) and underserved students and their families. Funding through: LCFF $100,993 & LCFF Supplemental $350,000	$450,993.00	Yes
19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	Nine VAPA teachers will provide high quality, standards-aligned lessons in visual arts, performing arts and music for all 4-6th grade students. Funding through: LCFF Supplemental	$1,092,273.00	Yes
20	Provide Additional Support to Foster Youth TK-12	a. Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet five times a year to receive safety information, gain information and access to tutoring, and visit colleges. b. Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. Funding through TIV	$20,000.00	No
21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	Provide additional allocations to all school sites to support the learning and well-being of unduplicated students based on academic, social-emotional and behavioral data. Sites will detail their plans of support within their annual School Plans for Student Achievement. Funding through: LCFF Supplemental	$2,400,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	Provide additional support for English Learners, Socioeconomically Disadvantaged, and Foster Youth students with the reduction of class sizes. Funding through: LCFF Supplemental	$1,242,363.00	Yes
23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. Funding through: LCAP Supplemental	$5,426,087.00	Yes
24	Additional staffing at the High School level to support unduplicated students	Provide additional support for English Learners, Socioeconomically Disadvantaged, and Foster Youth students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, and Foster Youth. Funding through: LCFF Supplemental	$1,791,213.00	Yes
25	Dual Immersion teachers	Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students. Funding through: LCFF Supplemental	$484,392.00	Yes
26	Assessment and intervention Supports	Materials and online software will be provided that include online diagnostics and adaptive lessons in the areas of Math and ELA to	$856,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
	will be Provided in ELA and Math	support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards. Funding through: LCFF Supplemental		
27	Intervention Support in Mathematics	Math materials such as Math180 will be purchased to support intervention at Intermediate schools Funding through: LCFF Supplemental	$50,000.00	Yes
28	Intervention Support in Literacy	Support all students not performing at grade level in reading; particularly those who are not reading at grade level by third grade Funding through: LCFF Supplemental	$350,000.00	Yes
29	Supplemental Materials to Support At-Risk or Unduplicated Materials	Supplemental Materials will be provided to support the academic achievement of Unduplicated Students Funding through: LCFF Supplemental	$200,000.00	Yes
30	AVID and personnel supports will be provided TK-12:	Additional personnel will support the improvement of the academic programs focused on at-risk populations. Funding through: LCFF Supplemental	$72,593.00	Yes
31	AVID Program K-12	Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students. Funding through: LCFF Supplemental	$2,036,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
32	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	Provide additional interpreters/translators to support parent involvement in the educational process. Funding through: LCFF Supplemental	$158,046.00	Yes
33	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	Support Personnel for English Learner students, Low Income and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. Funding through: LCFF Supplemental	$554,818.00	Yes
34	Support for Students with Disabilities	Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel. Funding through: LCFF	$1,523,723.00	No
35	Additional Support for Students with Disabilities	Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need. Funding through: LCFF	$26,710,209.00	No
36	Primary Language Support	Instructional Assistants will be provided to support language acquisition for students needing additional support, including primary language support. Funding through: LCFF Supplemental	$1,865,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
37	Additional Support for At-Risk Students	Additional Support for At-Risk Students to include supplemental resources Funding through: LCFF Supplemental	$155,123.00	Yes
38	Unduplicated students will be provided additional support to graduate high school	Provide additional opportunities for students to graduate high school through Credit Recovery. Funding through: LCFF Supplemental	$201,847.00	Yes
39	Adult Education - Concurrent Enrollment	Provide additional opportunities for students to graduate high school through Adult Education programs with concurrent enrollment. Funding through: LCFF Supplemental	$147,000.00	Yes

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	College and Career Readiness: Provide every student the knowledge and skills needed to obtain a post-secondary education, enter the workforce, and to compete in a global economy.

An explanation of why the LEA has developed this goal.

In order for our students to be considered college and career ready at the secondary level as measured by meeting A-G requirements, Career Technical Education (CTE) pathway completion mapped to high growth, strong employment opportunities, and/or achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA and Math, students need to receive a 21st Century educational experience. Students need to be provided access to the 21st Century learning environment that includes opportunities to explore college and career options, technology integration, STEAM related experiences, and the "4Cs" (critical thinking, collaboration, creativity, and communication).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students earning College and Career Readiness. State Priority 8	California School Dashboard, Additional Reports 2020 * Overall - 53.1 % * Hispanic - 44.5 % * English Learners - 14.2 % * Low Income -43.3 % * Foster Youth - 24.4 % * African American - 47.1 % * Special Education - 13.0 %				* Overall - 56.1% * Hispanic - 50.5% * English Learners - 20.2% * Low Income - 49.3% * Foster Youth - 30.4 % * African American - 53.1% * Special Education - 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 DataQuest * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 % * Special Education - 9.54 % * RFEP - 60.09 %				* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * Low Income - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 %
Percentage of pupils who have successfully completed Career Technical Education sequence of courses or programs of study that align with state board approved Career Technical Education standards and frameworks. (i.e. CTE Completer is a two year sequence of courses and/or 300 hours.)	Ca School Dashboard - 2020 Overall - 14.74% SED (Low Income) - 13.49% English Learner - 13.24% Special Ed - 25.00% Hispanic – 13.98% African American - 9.28% Homeless – 4.40% Foster Youth – 22.22%				Overall - 17.74% SED (Low Income) - 19.49% English Learner - 19.24% Special Ed - 28.00% Hispanic – 19.98% African American - 15.28% Homeless – 10.40% Foster Youth – 25.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4					
Count and percentage of the students (grade 11 and 12) who graduated prior to the end of the 2020-2021 school year and students enrolled as grade 12 on the last day of the 2020-2021 school year who have completed a CTE pathway and A – G coursework. State Priority 4	2020-2021 Q (SIS) Total number of eligible students = 4262 * Overall - (433) 10.16 % * Hispanic - (180) 8.06 % * English Learners - (5) 1.55 % * Low Income - (120) 6.98 % * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 % * RFEP - (91) 9.08 %				* Overall - 10.91% * Hispanic - 9.56 % * English Learners - 3.05 % * Low Income - 8.48 % * Foster Youth - 7.75 % * African American - 9.70 % * Special Education - 2.55% * RFEP - 10.58%
Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000)	2019-2020 Q Class Enrollment Analysis Overall - 7,840* Dual Immersion - N/A Hispanic - 4,486 African American - 525 Low Income - 3,096 Foster Youth - 57				Overall - 8075* Dual Immersion - 10 Hispanic - 4621 African American - 541 Low Income - 3189 Foster Youth - 59 SPED - 1206

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED - 1,171 EL - 695 RFEP - 1,736 Male - 5,297 Female - 3,093 *This metric is reported in student numbers.				EL - 716 RFEP - 1,788 Male - 5,456 Female - 3,186 *This metric is reported in student numbers.
Number of Career Technical Education students earning Industry Certification.	2018-2019 (NOTE: 2019-2020 Data not available due to pandemic school closures.) **Data from PowerBI Overall - 774 Dual Immersion - 6 SED (Low Income) - 255 English Learner - 23 RFEP -153 Special Ed - 46 Hispanic - 302 African American - 42 Homeless - 0 Foster Youth - 0 Female - 375 Male - 399				Overall - 805 Dual Immersion - 7 SED (Low Income) - 265 English Learner - 24 RFEP - 160 Special Ed - 48 Hispanic - 314 African American - 44 Homeless - 2 Foster Youth - 2 Female - 390 Male - 415
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate)	2019 - 2020 DataQuest * Overall -95.6%				* Overall - 98.6% * Hispanic - 98.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority Area 5	* Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8%				* English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
AP, IB OR College Course Success Rate	AP, IB* OR College Course Success Rate - (Q - SIS / PowerBI Report) Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the				Overall - 96.71% Hispanic - 100.0% EL - 89.51% Low Income - 100.00% Foster Youth - 86.33% African American - 96.48% RFEP - 96.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data reported does not include IB scores.				
AP, IB OR College Course Participation	AP, IB OR College Course Participation (Q - SIS / PowerBI Report) Overall- 27.47% Hispanic- 21.0% EL - 7.65% Low Income- 20.87% Foster Youth - 5.83% African American - 23.73% RFEP- 30.57%				Overall- 30.47 % Hispanic- 27.0 % EL - 13.65 % Low Income- 29.87 % Foster Youth - 11.83 % African American - 29.73 % RFEP - 33.57 %

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Data Development and Tracking	CNUSD will refine the CTE data collection tools (Q, PowerBI, Qualtrics) to obtain additional, cleaner data. Data will be aggregated for the district and disaggregated for the comprehensive high schools and the individual high school student. Funding through: LCFF Supplemental $15,000 & CTEIG and K12SWP $150,000	$165,000.00	Yes
2	CTE Professional Development	Participation in industry visits and conferences, PBL, WBL, externships, ACTE, and content-specific professional educational organizations. Funding through: CTEIG and K12SWP	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	CTE Pathway Development, Expansion and Maintenance	For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. Funding through: LCFF Supplemental $30,000 & CTEIG and K12SWP $2,250,000	$2,280,000.00	Yes
4	CTE Student Leadership Development (CSTO)	Student leadership is one component of a highly effective CTE program. Students, in particular, English Learners, Low Income students and Foster youth will be encouraged to participate in leadership development and competitive events of their curricular student youth organization (FBLA, FCCLA, FFA, HOSA, SkillsUSA) Funding through: LCFF Supplemental $25,000 & CTEIG and K12SWP $250,000	$275,000.00	Yes
5	CTE Business and Industry Involvement	The following business and industry meetings will be held throughout the year: six industry sector advisory committees; two CTE/STEM Academy advisory committees; one districtwide industry advisory committee; and four IEDRC quarterly and industry sector advisory committees. Funding through: CTEIG and K12SWP	$135,000.00	No
6	CTE Student Post-Secondary Attainment	Increase articulation agreements with the local community colleges. Increase the number if CTE courses that are accepted as entrance requirements (a-g) by the UC system.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental		
7	CTE High Quality Staff	Staff to monitor and oversee District CTE Programs. Additional Teachers hired to support implementation of CTE classes and pathways. Funding through: LCFF Supplemental $1,587,802 & CTEIG and K12SWP $425,000	$2,012,802.00	Yes
8	AP/IB Supports for At-risk and Unduplicated Students	With the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials and summer preparation classes. Funding through: LCFF Supplemental	$400,000.00	Yes
9	Provide additional programs for school connectedness and student well being for unduplicated students	The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies Funding through: LCFF Supplemental	$40,000.00	Yes
10	Dual Enrollment	Support Dual Enrollment with Norco College Funding through: LCFF Supplemental	$40,000.00	Yes
11	Career Counseling	Usage of CaliforniaColleges.edu Funding through: LCFF Supplemental	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Student Safety and Well-being: Provide all students the tools, resources, and support they need to manage mental health challenges and be safe physically and emotionally.

An explanation of why the LEA has developed this goal.

There is a need to provide systemic tiered student support to increase mental health awareness, support, and resources to all students. While we have seen favorable results in our Social-emotional Surveys, there is no doubt that the pandemic has taken a toll on our students and families, particularly unduplicated students. To ensure that reach equitable outcomes for all of our students we must ensure that our students are provided a physically and psychologically safe environment to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or Decrease the Middle School Dropout Rate Priority Area 5	2019 - 2020 CALPADS/Q (SIS) 0.00 %				0.00%
Maintain or Decrease the High School Dropout Rate Overall Priority Area 5	2019-2020 Data Quest * Overall - 2.7% * Hispanic - 3.9% * English Learner - 8.4% * Low Income - 4.2% * Homeless - 10.3% * Foster Youth - 15.7%				* Overall - 1.2% * Hispanic - 2.4% * English Learner - 5.4% * Low Income - 2.7% * Homeless - 4.3 * Foster Youth - 9.7% * African American - 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* African American - 1.0% * Special Education - 5.5%				* Special Education - 4.0%
Maintain or Decrease the Pupil Suspension Rates Priority Area 6	2019 - 2020 CALPADS/ Q (SIS) * Overall - 2.62% * Hispanic - 2.8% * English Learner - 3.24% * Low Income - 3.33% * Homeless - 4.35% * Foster Youth - 13.28% * African American - 5.25% * Special Education - 4.73% *Due to the Pandemic, the Suspension Rate is through March 13, 2020.				* Overall - 1.87% * Hispanic - 2.05% * English Learner - 2.49% * Low Income - 2.58% * Homeless - 3.6% * Foster Youth - 10.28% * African American - 4.5% * Special Education - 3.98%
Maintain or Decrease the Pupil Expulsion Rates Priority Area 6	2019 - 2020* Data Quest 0.10%				0.10%
Increase High School Graduation Rate	2019 - 2020 DataQuest				* Overall - 98.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Four-year Adjusted Cohort Rate) Priority Area 5	* Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8%				* Hispanic - 98.1% * English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
Maintain or Decrease the Chronic Absenteeism rate for students in grades K - 8 Priority Area 5	2019 - 2020* CALPADS/ Q (SIS) * Overall - 5.51% * Hispanic - 6.41% * English Learner - 5.75% * Low Income - 7.75% * Homeless - 27.32% * Foster Youth - 14.11% * African American - 6.94% * Special Education - 7.80% *Due to the Pandemic, the Chronic Absenteeism Rate is				* Overall - 2.51% * Hispanic - 3.41% * English Learner - 2.75% * Low Income - 4.75% * Homeless - 21.32% * Foster Youth - 8.11% * African American - 3.94% * Special Education - 4.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	through March 13, 2020.				
Maintain or Increase the overall attendance rate for grades K - 12 Priority Area 5	2019-2020 CALPADS/ Q (SIS) * Overall 95.77%				* Overall - 97.27%
Increase the percentage of students responding favorably to the Local SEL Survey Priority Area 6	4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 70.5% Sense of Belonging 70.5% Support for Academics 77.5% Safety 68.5%				4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 76.55 % Sense of Belonging 76.55% Support for Academics 83.5 % Safety 74.5 %
Parent Involvement - Numbers of parents represented are inclusive of unduplicated students and students with exceptional needs. These parents attended workshops, trainings and gave input in surveys.	2020 - 2021 Parent Center Reporting 14,486				20,486
Parent Satisfaction Climate Survey	2019 - 2020 88%				94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School is an inviting place to learn					
Parent Satisfaction Climate Survey School encourages students of all races to enroll in challenging courses	2019 - 2020 69%				75%
Parent Satisfaction Climate Survey School welcomes parent input and contribution	2019 - 2020 67%				73%
Teacher Satisfaction Survey Welcoming environment at the school site	2019 - 2020 94%				97%
Teacher Satisfaction Survey Safe school and classroom environment	2019 - 2020 95%				98%
Teacher Satisfaction Survey Developing a school site anti-bullying plan that addresses bullying at all levels	2019 - 2020 92%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	SART and SARB	Re-engage students to support their academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by using a Tiered SART system with a Tier 3 SARB Process. Funding through: LCFF Supplemental	$10,000.00	Yes
2	Social Emotional Learning & Character Education	Increase student engagement, equity, academic readiness, social/emotional wellness- reduce disprotionality, and promote healthy behavioral expectations by implementing and supporting a systematic Tier 1 TK-12 Social Emotional Learning and Character Education Programs with behavior expectations, and positive behavior intervention, as a common assurances in each school. Funding through: LCFF Supplemental	$50,000.00	Yes
3	Tier 1 Experiences for Students	Promote student wellness, social/emotional wellness, and promote healthy behavioral expectations by providing Tier 1 Experiences at different levels of the CNUSD school system. These opportunities include but not limited to World Kindness Youth Conference in elementary school, Teen Talk and WEB Orientation in Intermediate School, and Link Crew in High school. Funding through: LCFF Supplemental	$40,000.00	Yes
4	Universal Screeners	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations by utilizing social emotional and equity and inclusion universal screeners. Funding through: LCFF Supplemental		
5	Multi-Tiered System of Supports	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by implementing, coaching, supporting, and oversite of a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need. CNUSD will transition from consultant support to internal coaching including a Coordinator, Certificated Staff on Assignment (MTSS Coaches), and classified staff support. Funding through: LCFF Supplemental	$650,000.00	Yes
6	Academic Saturday School	Increase academic achievement and access by providing Academic Saturday School intervention Funding through: LCFF Supplemental	$300,000.00	Yes
7	Intervention Counselors	Increase student engagement, equity, academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by providing Tier 3 Intervention Counselors and intervention counselor services to the neediest students at our high schools. Funding through: LCFF Supplemental	$759,493.00	Yes
8	Restorative Practice Trainings	Increase student engagement, equity, academic readiness, social/emotional wellness- reduce disproportionality, and promote healthy behavioral expectations by providing universal and mandatory Restoratative Practices in all schools.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
9	Re-Imagine ACP	Increase student engagement, equity, academic readiness, social/emotional wellness, promote healthy behavioral expectations, and reduce disproportionality by providing by imagining Alternative Classroom Placement in secondary schools to provide well-trained classified staff implementing Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs.	$0.00	No
10	Comprehensive Safety Plans	Increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by developing and implement a Comprehensive School Safety Plan at each school site to ensure consistent protocols, districtwide.	$0.00	No
11	Intervention Groups	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by expanding coordinated social emotional and behavioral intervention "groups" at all school sites.	$0.00	No
12	School Resource Officers	Increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by providing School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Funding through: LCFF Supplemental	$1,189,880.00	No
13	EL Tier 3 Continuation Counselor	A counselor focused on English learners at Orange Grove Alternative High School will support students demonstrating chronic behaviors and develop a tiered transition plan which will assist students with transitioning back to their comprehensive high school.	$74,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental		
14	Counseling	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing comprehensive TK-12, Counseling Funding through: LCFF Supplemental	$2,866,137.00	Yes
15	Foster & Homeless Support	An additional counselor will be assigned to support Foster and Homeless Youth. Funding through: LCFF Supplemental	$148,086.00	Yes
16	Tier 3 Wrap Around Services	Increase student engagement, equity, academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors of our neediest students by providing contracted Tier 3 mental health and wrap around services and service linkage to our students and families. Funding through: LCFF Supplemental	$290,000.00	Yes
17	School Nurses	Promote student wellness, social/emotional wellness, promote healthy habits, and provide care for our students by hiring and supporting School Nurses and contracted health services. (This includes 2 new positions Funding through: LCFF Supplemental	$450,000.00	Yes
18	STEPS Aides	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing all elementary schools with well-trained	$490,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classified STEPS Aides to provide Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs. Funding through: LCFF Supplemental		
19	UNITY	To increase student engagement, equity, inclusion, and social emotional growth through providing secondary students Experiences through the UNITY program, UNITY Camps, Unity Forums, and related student Experiences. Funding Through: LEA MAA	$45,000.00	No
20	Suicide Prevention	Support student mental health and well-being through a yearly Kognito Funding through: LCFF Supplemental	$55,000.00	Yes
21	Hearing and Vision	Provide vision and hearing screening Funding through: LCFF Supplemental	$135,000.00	Yes
22	Increase Family, Community, and School Partnerships	Maintain and staff the CNUSD Parent Engagement Center to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental	$791,117.00	Yes
23	Family Engagement Programs	Implement family engagement programs that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics Funding through: LCFF Supplemental	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
24	Community Partnerships	Establish community partnerships that link students and families to mental health and community resources Funding through: LCFF Supplemental	$1,500.00	Yes
25	Community Surveys	Conduct an annual family engagement survey that tracks progress and Identifies needs Funding through: LCFF Supplemental	$1,000.00	Yes
26	Family Engagement Professional learning	Build capacity with site administrators and school staff on building a solid foundation for family engagement and strategies on how to monitor effective family engagement programs at school sites (Professional Learning Funding through: LCFF Supplemental	$40,000.00	Yes
27	Program Evaluation	Monitor system for parent engagement participation Funding through: LCFF Supplemental	$1,000.00	Yes
28	Community Communications	Create a strategic communication plan to insure messaging about the Parent Engagement Center is consistent and resources offered are assessable for all Funding through: LCFF Supplemental	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.29%	$42,650,739

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1
After assessing the needs, conditions, and circumstances of our low-income (LI), Foster Youth (FY), and English Learner (EL) students, we have learned that the academic performance of these groups of students is significantly lower than the academic performance rate for all students. In ELA 61.48% of all students met or exceeded standard while the performance level for our LI students was 49.05%, EL 16.77% and FY 31.90% . In Math, the overall performance at standard was 46.8% . LI students performed at 33.38%, EL 14.02% and FY 20.30%. Graduation rates are also lower for unduplicated students. CNUSDs overall graduation rate is 95.6%. LI graduation rate is 94.4, EL 88.7%, FY 82.4% and Homeless 87.9%.

In order to address these conditions, we will provide additional supports to students who are not yet meeting academic standards or have experienced learning loss. Goal 1 provides the following services on an LEA-wide basis to address these needs:
• 	High quality professional learning (action 1.3 – 1.5); Induction Support/Coaching (1.15); Instructional support and coaching for EL (1.6).
• Intervention support and coaching (site based) (1.7)
• 	Data Analysis and support (1.8, 1.14, 1.26)
• Ed Tech hardware, software, support (1.9 – 1.13)
• Summer School (1.16)
• Science and math support (1.17, 1.27)
• Community engagement/Communications (1.16)
• Literacy Supports (1.28 -29, 1.37)

- VAPA (1.19)
- Additional site support for at-risk students (1.20, 1.21)
- Additional staffing for additional support (CSR) (1.22-1.25)
- AVID (1.30 –31)
- English learner supports – (1.32-33, 1.36)
- Credit Recovery (1.38-39)

We expect that all students will benefit from these supports, however, because of the significantly lower level of performance of the identified student groups, and because the actions meet needs most associated with LI, EL and FY students who are most likely to have experienced the persistent stressors and lack of resources at home to support their learning, we expect that academic achievement our LI, EL, and FY students will increase significantly more than the average rate for all other students.

These actions are continuing from the 2017-20 LCAP and are most effective as they foster and provide ongoing support for good teaching practices and direct support to students who are not yet meeting standards. We have seen a steady gain in the achievement in both ELA and Math for our students in overall distance from standard. Low Income students increased 1.7 pts in ELA and 3.9 pts in mathematics; African American students showed an increase of 5.1 in ELA and 7.5 pts in math. Students with disabilities increased 9.6 pts and 12.6 pts respectively and Homeless students increased 9.3 pts in ELA and 10.7 pts in Math. Supports for our EL students are most effective as demonstrated by the 2020-21 reclassification rate of 12.6% which is one of the highest in the county.

Collaborative professional learning will be designed to provide links between curriculum, assessment in the context of specific content areas. Research shows that mentoring programs can increase teacher retention, satisfaction, and student achievement (Ingersoll and Strong, 2011), as well as reduce feelings of isolation, particularly for early-career teachers (Beltman, Mansfield, and Price, 2011). The AVID program is offered K-12 in CNUSD. Research from the Advancement Via Individual Determination, AVID website states "Regardless of their life circumstances, AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them." Ensuring that our staff and community are well informed of the programs and supports available to our students is critical. Our Communications Department is being supported with additional staff to provide timely and targeted communication and updates that are specifically targeted to support at-risk, unduplicated students.

Goal 2
After assessing our needs, conditions, and circumstances of our LI, FY, and EL students, we have identified that on the College and Career Readiness Indicator (53.1% overall) CNUSD's LI, EL and FY students perform lower by 9.8, 38.9% and 28.7% respectively. Additionally, LI, EL and FY are less likely to complete A-G requirements or take Advanced Placement classes.

In order to address this need, we will provide intervention support (2.8), dual enrollment (2.10) and career counseling (2.11). In addition, high quality Career Technical Education programs will be provided to ensure a broad course access to positively impact College and Career preparedness as well as graduation outcomes. (2.1 - 2.7). The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, teaming of students with

teachers who receive additional specialized training around student motivation and engagement strategies (2.9).

These actions are being provided on an LEA wide basis and with the expectation that all students will benefit. However, because of the significantly lower rate of unduplicated students, and because the actions meet needs most associated with the experiences of the unduplicated student groups, we expect that the graduation rate and College Career Preparedness for our unduplicated students will increase significantly more than the average rate for all other students.

These actions are continuing from the 2017-20 LCAP and are most effective as evidenced by the increased number of students completing A-G requirements and the higher number of students enrolling in AP and CTE courses. The success rate on AP tests and the number of students completing two-year pathways have both shown very positive growth.

Goal 3
In reviewing our suspension data, chronic absenteeism, and high school drop-out rates CNUSD finds that the data for unduplicated students is higher when compared to the rate for all students. CNUSD's overall suspension data is 2.62% and the rates are 3.33%, 3.24%, and 13.28% for LI, EL and FY respectively. Chronic absenteeism for CNUSD is 5.51 overall and is 7.75%, 5.75%, and 14.11% for LI, EL and FY. Lastly, dropout rates are higher for our LI, EL and FY students. Overall dropout rates in CNUSD are 2.7%. LI are 4.2%, EL 8.4% and FY 15.7%

In order to address this condition of our LI, EL and FY students, we will develop and implement a Multi-tiered System of Support (3.5) to address some of the major causes, including the development of Tier I, II and III supports across the entire organization. Goal 3 actions and services include the SART and SARB process (3.1) to re-engage students and interrupt chronic absenteeism. Students with high absenteeism are provided with the opportunity to receive additional time to complete assignments with support through academic Saturday School offerings (3.6); Character education programs (3.2) are in place to increase student engagement, equity, academic readiness, and social/emotional wellness. Experiences for all students to connect to school and promote healthy behavioral expectations are provided on a Tier I level (3.3) Intervention counselors (3.7) as well and social-emotional counselors (3.14) are provided to increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing a comprehensive TK-12, Counseling program. Foster youth and at-risk EL students at our alternative high school are provided additional support through a dedicated counselor to meet their needs (3.15 & 3.13). Tier 3 wrap around services (3.16) and suicide prevention training (3.20) are provided to meet the needs of our most at-risk students. School nurses (3.17) promote student wellness, social/emotional wellness, healthy habits, and provide care such as vision and hearing screenings (3.21) for our students who are most unlikely to receive health services outside of the school setting. STEPs aides (3.18) are provided at all elementary schools to promote healthy behavioral expectations and to provide Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs. Additionally, a centralized Parent Center (3.22) is provided to provide both academic and social emotional supports for students and their families. The Parent Center will implement family engagement programs (3.23-3.28) that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics and establish community partnerships that link students and families to mental health and community resources. This support will also build capacity with site administrators and school staff on building a solid foundation for family engagement and strategies on how to monitor effective family engagement programs at school sites.

These LEA wide actions will benefit all students; however, the actions meet needs most associated with the needs and experiences of the LI, EL and FY students and we expect that the impact on attendance, suspension and drop-out rates will be realized at a greater rate than the average rate for all other students.

These actions are continuing from the 2017 -2020 LCAP. CNUSD continues to refine systems and supports and has demonstrated that they are most effective as seen in the decrease in suspension rates and increase in graduation rates of our unduplicated students. Through our efforts CNUSD has been named a Model SARB District for the past 3 years.

The CNUSD LCAP is designed around the tenets of the CNUSD pillars – the Academic Rigor and Relevancy Pillar and the Social Emotional Pillar. Through these two, the approach is to support the whole child and most especially those students who are ELs, FY and LI. Throughout the LCAP are actions which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support, and positive school climate. All systems in the school district will continue to be refined through careful, frequent monitoring.

Resources used for data analysis and research theory include:
• Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009) Professional Learning in the profession: A status report on teacher development in the United States and abroad. Oxford, OH, National Staff Development Council
• Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.
• Fullan, M., & Quinn, J. (2016). Coherence, The right drivers in action for schools, districts and systems. Thousand Oaks, CA: Corwin.
• Fullan, M. (2014). The principal: Three keys to maximizing impact. San Francisco, CA: Jossey Bass.
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• Ong, F., & Aguila, V. (2010). Improving education for English learners: Research-based approaches. Sacramento: California Dept. of Education.
• Works, A. (2014). Attendance in the early grades: Why it matters for reading. Retrieved from
http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf
Goal 1 - Academic Excellence: Ensure all students have opportunities to achieve a high level of academic success.   (1.3-1.5)

High quality professional learning will be made available to all certificated, classified and special education staff
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Development will support teachers by building professional capacity in order to better serve students who are struggling academically and includes teacher support through coaching and data analysis. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies. (Please note that Professional Development for Special Education Teachers is funded through LCFF, not LCAP Supplemental.)

Intervention Support and Instructional Coaching (1.6-1.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative is focused on supporting Early Literacy in grades Kindergarten to third grade through first best instruction, focused intervention and attendance. A significant number of our unduplicated students are struggling readers in primary grades.

Interventions in grades 4-12, such as iReady, Math Bridge program and Read 180, provide additional opportunities to master grade level standards. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: (1.9-1.13)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that expand resources to better serve students who are struggling academically. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Induction (1.15)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Induction coaches will support teachers through mentoring to better serve students who are struggling academically. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Summer School (1.16)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Additional opportunities will be provided to students who are credit deficient and may have difficulty graduating. As CNUSD data demonstrates, there is a gap between non-unduplicated count students and unduplicated count students when considering graduation rates. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and graduating high school.

Science Support (1.17)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Inquiry based activities and supplies will be provided to the elementary schools designed to be differentiated and provide experiences in Science to support closing the opportunity gap. A science coordinator will support the schools in the implementation of NGSS with additional support for those schools who have high numbers of unduplicated students. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and who need additional support in the Science content area.

Communication Support (1.18)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased communication supports the families of unduplicated students and the achievement levels of these students. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement through clarity in communication and community connection support.

Comprehensive Visual and Performing Arts (VAPA) Program for Elementary Schools. (1.19)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Implementing a comprehensive Arts program at elementary schools will support English Learners, Foster Youth and Low-Income students by providing access to the Arts. Research demonstrates a correlation between experiences with the arts and creativity and critical thinking. This will provide the skills that students at these schools will need for successful futures. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement.

Foster Youth Support TK-12 (1.20)
* This action/service is directed towards Foster Youth and is effective in increasing or improving services for these students. Additional tutoring support and emotional support will be provided. Such improvements are the most effective use of funds in supporting Foster Youth towards academic achievement.

At Risk School Allocations (1.21)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Schools will receive funding based on a per pupil count of unduplicated students to support additional opportunities for English Learners, Low Income and Foster Youth. All support for unduplicated students is based in research and is the most effective way of meeting the needs of ELs, Foster Youth and students who are socio-economically disadvantaged. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Class Size Reduction (1.22-1.25)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes, teachers are more able to differentiate and support struggling students, especially in the area of Literacy. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and continued growth.

Credit Recovery (1.38-1.39)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Multiple opportunities are provided to students who are credit deficient with an eye to ensure their graduation from high school. The students in the unduplicated count have lower percentages of high school completion and these supports provide extra support for students to graduate. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and to graduate high school.

Dual Immersion Support (1.25)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUSD Dual Immersion program provides support for English Learners in their primary language and builds competency in language. English Learners who avail themselves of this program out score other English Learners in the district. Such

improvements are the most effective use of funds in supporting English Learners towards academic achievement who have scored on CAASPP below expectancies.

Interventions (1.26 - 1.29)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative is focused on supporting Early Literacy in grades Kindergarten to third grade through first best instruction, focused intervention and attendance. A significant number of our unduplicated students are struggling readers in primary grades. Interventions in grades 4-12, such as iReady, Math Bridge program and Read 180, provide additional opportunities to master grade level standards. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

AVID support (1.30 - 1.31)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support students who are part of the unduplicated count through academic and social emotional support toward academic success and college acceptance. Such improvements are the most effective use of funds in

Support Personnel for LI students, EL students and Foster Youth (1.32, 1.33, 1.36, 1.37)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. These personnel include instructional aides, translators and support personnel. Supporting effective instruction and focused intervention in the classroom, as well as effective communication with parents will support struggling students to improve academic achievement. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies. (Please note that items 2.3.12 d and e, personnel to support Special Education programs are funded through LCFF, not LCAP Supplemental.)

Goal 2 - College and Career Readiness: Give every student the tools they need to succeed in a competitive post-secondary environment.

CTE Professional Development (2.2)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Development will support CTE teachers by building professional capacity in order to better serve students who are struggling academically. Such improvements are the most effective use of funds and have the most impact on unduplicated students who may be underrepresented in high paying professions.

CTE Pathway Development, Expansion and Maintenance (2.3)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Implementation of high yield, high wage, high growth CTE pathways such as MESA and Project Lead the Way at 2 intermediate schools and one high school with large unduplicated student counts supports unduplicated students towards future success. This program is the most effective use of funds and will provide the skills that unduplicated students at these schools will need for successful futures.

CTE Student Leadership Development (CSTO) (2.4)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will be given opportunities to develop leadership skills to support their growth and academic achievement. This program is the most effective use of funds and will provide the skills that unduplicated students will need for successful futures.

Secondary Academic Rigor Support (2.8 - 2.10)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. There is a gap between the numbers of non-unduplicated students and unduplicated students taking rigorous high school courses. Such programs as Equal Opportunity Schools, Puente, Umoja and Dual Enrollment provide additional opportunities for students to enroll in these classes. Tutoring support is provided to support these students. Such improvements are the most effective use of funds and have the most impact on unduplicated students who have not participated in AP classes nor Dual Enrollment classes. Research tells us that students who engage in these programs are 10% more likely to graduate college.

CTE Student Post-Secondary Attainment (2.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to study the journey of students, principally directed toward unduplicated count students, after they leave the TK-12 system in CNUSD. This information will help to refine CTE programs and are the most effective use of funds designed to serve English Learners, Low Income and Foster Youth.

CTE High Quality Staff (2.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is the most effective use of funds and action is designed to employ staff to monitor and support unduplicated count students and support those students towards success.

Monitoring of At-Risk Groups in CTE programs (2.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is the most effective use of funds and is designed to monitor and support unduplicated count students and support those students towards success.

Career Counseling (2.11)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is designed to support unduplicated students to map out their path through high school and future success. Families will meet with counselors before entering 9th grade to organize their course of study as they move through high school and will monitor students, principally unduplicated students to support them to complete capstone courses and through their high school journey. This information will help to refine CTE programs and are the most effective use of funds supporting a program designed to serve English Learners, Low Income and Foster Youth.

Goal 3

SART and SARB (3.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. This program is the most effective use of funds and such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.

Social Emotional Learning & Character Education (3.2, 3.3))
* This districtwide action/service is principally directed towards unduplicated students. It is effective in increasing student engagement, equity, academic readiness, social/emotional wellness- reduce disproportionality, and promote healthy behavioral expectations by implementing and supporting a systematic Tier 1 TK-12 Social Emotional Learning and Character Education Programs with behavior expectations, and positive behavior intervention, as a common assurances in each school. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Expulsion and suspension data indicate that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. This program is the most effective use of funds and will support the positive school environment.

MTSS/Positive Behavior Intervention Supports (3.5)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Expulsion and suspension data indicate that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. This program is the most effective use of funds and will foster a positive school environment.

Safety and Violence Counselors (3.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and this support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Steps Aides (3.18)
EL Tier 3 Continuation Counselor (3.13)
* This Schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in Orange Grove Alternative High School principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and its support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Counselors (3.14, 3.18)

* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and this support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion as well as childhood trauma.

Mental Health Support/Tier 3 Wrap Around Services (3.16)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional and mental health support so they can better access the instruction throughout the day. This program is the most effective use of funds and has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Family, Community and School Partnerships (3.22)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUSD Parent Center provides services to the parents in CNUSD focused on improving family school partnership and is located in the area of the district with the highest need for support. Families will have access to academic support, interventions, parent training at this location as well as at their school site. EL, FY and LI students will directly benefit from these services with its focus and location. This program is the most effective use of funds and has provided support to over 1600 unduplicated families this year

Suicide Prevention (3.20)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional and mental health support so they can better access the instruction throughout the day. This program is the most effective use of funds and has the most impact on our unduplicated students who have higher incidences of anxiety and depression.

Family Engagement Programs (3.23 - 3.28)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is principally directed toward the unduplicated count students as it supports parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. This program is the most effective use of funds and provides support based on the survey results from the annual Parent survey.

Nurses & Vision and Hearing (3.17, 3.21)
* This districtwide action/service is principally directed toward unduplicated students and is effective in increasing or improving services for these students. This service is principally directed toward the unduplicated students as it supports the health and wellness of students who are most at risk and may not have access to health services. This action will support the physical wellness of unduplicated students so that they can access learning.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 47%. Funding for LCFF Supplemental in the funding year 2021-22 school year is estimated to be $42,650,739 and our required percentage to increase and Improve services is 9.29%. The 2021 - 2022 LCAP includes10.42% of increased and improved services. This funding supports services and programs for English Learners (EL), Low Income (LI) and Foster Youth students. These include:

- Additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap for ELs, LI students and Foster Youth.
- Prescriptive interventions such as Reader by Nine which supports early literacy and proficiency in reading by the end of third grade have been planned, piloted and implemented and are principally directed at the unduplicated count students in the district. Additionally, iReady has been implemented in CNUSD schools in grades Kinder through 8th grade. Grades K-6 have implemented interventions using this program to strategically provide interventions/enrichment to all students.
- EAP/IB supports continue to target increasing the numbers of underrepresented students who participate in AP classes, particularly those who are ELs, LI and Foster Youth. Extra support is planned for the student new to AP or IB, along with visits to UCR and emotional support. Dual Enrollment has been added to support a college going culture.
- AVID continues to support targeting unduplicated students toward increased academic achievement.
- Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils.
- A Parent Center provides services targeted to families of English Learners, Low Income students and Foster Youth and assists the inclusion of families in the support system and involvement in the students' education.
- Positive Behavior Intervention Supports continues to expand and fosters supporting positive school environments and positive student behavior
- CNUSD's focus on decreasing chronic absenteeism, particularly for our unduplicated count students, is continuing with additional training, and site support

Approximately, $2,400,000 in Supplemental Funding is allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. The Single School Plan development process will be followed at the school site to align the goals and actions in the Local Control Accountability Plan and its focus on unduplicated count students. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus, the most effective use of funding and to principally direct these services toward the unduplicated count students. The actions at the school site will provide supplementary materials and activities to Unduplicated Pupils along with interventions to support closing the achievement gap for these students.

The Corona-Norco Unified School District team engages in data analysis and the review of theory related to best practices with an eye to systematize services at the 51 schools in the district. On a weekly basis, the LCAP programs and processes are discussed in Cabinet thereby monitoring and measuring the initiatives, making corrections along the way. During the Board Study Sessions, presentations using data and research theory are made to inform the community of progress. During ongoing meetings such as Principal Meetings, Leadership Meetings and Assistant Principal Meetings the discussions about the LCAP focus areas and initiatives are discussed from a site perspective.

These discussions inform the practice as well as allow for improvement in implementation. Services for unduplicated students will be increased and improved upon through systematic implementation of services, ongoing evaluation and data monitoring.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$489,233,617.00	$5,611,663.00	$45,000.00	$1,395,024.00	$496,285,304.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$474,097,852.00	$22,187,452.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High Quality Staffing	$388,748,791.00				$388,748,791.00
1	2	All	Access to standards aligned instructional materials and facilities that are maintained in good repair	$29,737,493.00				$29,737,493.00
1	3	English Learners Foster Youth Low Income	High quality professional learning will be made available to all certificated staff	$1,600,000.00				$1,600,000.00
1	4	English Learners Foster Youth Low Income	High quality professional learning will be made available to all classified staff	$200,000.00				$200,000.00
1	5	All	High quality professional learning will be made available to all special education staff staff	$75,663.00				$75,663.00
1	6	English Learners Foster Youth Low Income	Instructional Support and Coaching	$253,471.00			$421,969.00	$675,440.00
1	7	English Learners Foster Youth Low Income	Intervention Support and Instructional Coaching	$2,395,168.00			$953,055.00	$3,348,223.00
1	8	English Learners Foster Youth Low Income	Data Analysis	$254,689.00				$254,689.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:	$907,818.00				$907,818.00
1	10	English Learners Foster Youth Low Income	Site Technology Support	$30,000.00				$30,000.00
1	11	English Learners Foster Youth Low Income	Access to instructional software and support	$1,337,136.00				$1,337,136.00
1	12	English Learners Foster Youth Low Income	Learning Management System	$186,000.00				$186,000.00
1	13	English Learners Foster Youth Low Income	Access to technology	$2,600,000.00				$2,600,000.00
1	14	English Learners Foster Youth Low Income	Assessment Support	$168,000.00				$168,000.00
1	15	English Learners Foster Youth Low Income	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	$698,538.00				$698,538.00
1	16	English Learners Foster Youth Low Income	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	$1,206,214.00	$2,301,663.00			$3,507,877.00
1	17	English Learners Foster Youth Low Income	Science, Math and NGSS	$299,875.00				$299,875.00
1	18	English Learners Foster Youth Low Income	Community Engagement - Communications	$450,993.00				$450,993.00
1	19	English Learners Foster Youth Low Income	Comprehensive Visual and Performing Arts Program for Elementary Schools.	$1,092,273.00				$1,092,273.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	20	All	Provide Additional Support to Foster Youth TK-12				$20,000.00	$20,000.00
1	21	English Learners Foster Youth Low Income	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	$2,400,379.00				$2,400,379.00
1	22	English Learners Foster Youth Low Income	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	$1,242,363.00				$1,242,363.00
1	23	English Learners Foster Youth Low Income	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	$5,426,087.00				$5,426,087.00
1	24	English Learners Foster Youth Low Income	Additional staffing at the High School level to support unduplicated students	$1,791,213.00				$1,791,213.00
1	25	English Learners Foster Youth Low Income	Dual Immersion teachers	$484,392.00				$484,392.00
1	26	English Learners Foster Youth Low Income	Assessment and intervention Supports will be Provided in ELA and Math	$856,820.00				$856,820.00
1	27	English Learners Foster Youth Low Income	Intervention Support in Mathematics	$50,000.00				$50,000.00
1	28	English Learners Foster Youth Low Income	Intervention Support in Literacy	$350,000.00				$350,000.00
1	29	English Learners Foster Youth Low Income	Supplemental Materials to Support At-Risk or Unduplicated Materials	$200,000.00				$200,000.00
1	30	English Learners Foster Youth Low Income	AVID and personnel supports will be provided TK-12:	$72,593.00				$72,593.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**31**	English Learners Foster Youth Low Income	AVID Program K-12	$2,036,243.00				$2,036,243.00
1	**32**	English Learners Foster Youth Low Income	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	$158,046.00				$158,046.00
1	**33**	English Learners Foster Youth Low Income	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	$554,818.00				$554,818.00
1	**34**	Students with Disabilities	Support for Students with Disabilities	$1,523,723.00				$1,523,723.00
1	**35**	Students with Disabilities	Additional Support for Students with Disabilities	$26,710,209.00				$26,710,209.00
1	**36**	English Learners Foster Youth Low Income	Primary Language Support	$1,865,086.00				$1,865,086.00
1	**37**	English Learners Foster Youth Low Income	Additional Support for At-Risk Students	$155,123.00				$155,123.00
1	**38**	English Learners Foster Youth Low Income	Unduplicated students will be provided additional support to graduate high school	$201,847.00				$201,847.00
1	**39**	English Learners Foster Youth Low Income	Adult Education - Concurrent Enrollment	$147,000.00				$147,000.00
2	**1**	English Learners Foster Youth Low Income	CTE Data Development and Tracking	$165,000.00				$165,000.00
2	**2**	All	CTE Professional Development		$250,000.00			$250,000.00
2	**3**	English Learners Foster Youth Low Income	CTE Pathway Development, Expansion and Maintenance	$30,000.00	$2,250,000.00			$2,280,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	CTE Student Leadership Development (CSTO)	$25,000.00	$250,000.00			$275,000.00
2	5	All	CTE Business and Industry Involvement		$135,000.00			$135,000.00
2	6	English Learners Foster Youth Low Income	CTE Student Post-Secondary Attainment	$20,000.00				$20,000.00
2	7	English Learners Foster Youth Low Income	CTE High Quality Staff	$1,587,802.00	$425,000.00			$2,012,802.00
2	8	English Learners Foster Youth Low Income	AP/IB Supports for At-risk and Unduplicated Students	$400,000.00				$400,000.00
2	9	English Learners Foster Youth Low Income	Provide additional programs for school connectedness and student well being for unduplicated students	$40,000.00				$40,000.00
2	10	English Learners Foster Youth Low Income	Dual Enrollment	$40,000.00				$40,000.00
2	11	English Learners Foster Youth Low Income	Career Counseling	$75,000.00				$75,000.00
3	1	English Learners Foster Youth Low Income	SART and SARB	$10,000.00				$10,000.00
3	2	English Learners Foster Youth Low Income	Social Emotional Learning & Character Education	$50,000.00				$50,000.00
3	3	English Learners Foster Youth Low Income	Tier 1 Experiences for Students	$40,000.00				$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Universal Screeners	$10,000.00				$10,000.00
3	5	English Learners Foster Youth Low Income	Multi-Tiered System of Supports	$650,000.00				$650,000.00
3	6	English Learners Foster Youth Low Income	Academic Saturday School	$300,000.00				$300,000.00
3	7	English Learners Foster Youth Low Income	Intervention Counselors	$759,493.00				$759,493.00
3	8	All	Restorative Practice Trainings					$0.00
3	9	All	Re-Imagine ACP					$0.00
3	10	All	Comprehensive Safety Plans					$0.00
3	11	All	Intervention Groups					$0.00
3	12	All	School Resource Officers	$1,189,880.00				$1,189,880.00
3	13	English Learners Foster Youth Low Income	EL Tier 3 Continuation Counselor	$74,043.00				$74,043.00
3	14	English Learners Foster Youth Low Income	Counseling	$2,866,137.00				$2,866,137.00
3	15	Foster Youth	Foster & Homeless Support	$148,086.00				$148,086.00
3	16	English Learners Foster Youth Low Income	Tier 3 Wrap Around Services	$290,000.00				$290,000.00
3	17	English Learners Foster Youth Low Income	School Nurses	$450,000.00				$450,000.00
3	18	English Learners Foster Youth Low Income	STEPS Aides	$490,495.00				$490,495.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	19	All	UNITY			$45,000.00		$45,000.00
3	20	English Learners Foster Youth Low Income	Suicide Prevention	$55,000.00				$55,000.00
3	21	English Learners Foster Youth Low Income	Hearing and Vision	$135,000.00				$135,000.00
3	22	English Learners Foster Youth Low Income	Increase Family, Community, and School Partnerships	$791,117.00				$791,117.00
3	23	English Learners Foster Youth Low Income	Family Engagement Programs	$10,000.00				$10,000.00
3	24	English Learners Foster Youth Low Income	Community Partnerships	$1,500.00				$1,500.00
3	25	English Learners Foster Youth Low Income	Community Surveys	$1,000.00				$1,000.00
3	26	English Learners Foster Youth Low Income	Family Engagement Professional learning	$40,000.00				$40,000.00
3	27	English Learners Foster Youth Low Income	Program Evaluation	$1,000.00				$1,000.00
3	28	English Learners Foster Youth Low Income	Community Communications	$20,000.00				$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,247,858.00	$47,849,545.00
LEA-wide Total:	$41,173,815.00	$47,775,502.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$2,469,211.00	$3,422,266.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	High quality professional learning will be made available to all certificated staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	$1,600,000.00
1	4	High quality professional learning will be made available to all classified staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	6	Instructional Support and Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,471.00	$675,440.00
1	7	Intervention Support and Instructional Coaching	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$2,395,168.00	$3,348,223.00
1	8	Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,689.00	$254,689.00
1	9	Educational Technology hardware and software will be provided to all sites and supported through professional	LEA-wide	English Learners Foster Youth Low Income	All Schools	$907,818.00	$907,818.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		development and staff:					
1	10	Site Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
1	11	Access to instructional software and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,337,136.00	$1,337,136.00
1	12	Learning Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,000.00	$186,000.00
1	13	Access to technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,600,000.00	$2,600,000.00
1	14	Assessment Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,000.00	$168,000.00
1	15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$698,538.00	$698,538.00
1	16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools, Adams, Coronita, Garretson, Home Gardens Academy, Jefferson, Parkridge, Riverview, Sierra Vista, Stallings, Vicentia, Washington	$1,206,214.00	$3,507,877.00
1	17	Science, Math and NGSS	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$299,875.00	$299,875.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	18	Community Engagement - Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,993.00	$450,993.00
1	19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	LEA-wide	English Learners Foster Youth Low Income	Grades 4 - 6	$1,092,273.00	$1,092,273.00
1	21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,379.00	$2,400,379.00
1	22	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,242,363.00	$1,242,363.00
1	23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Grades K-8	$5,426,087.00	$5,426,087.00
1	24	Additional staffing at the High School level to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$1,791,213.00	$1,791,213.00
1	25	Dual Immersion teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Auburndale Intermediate, Harada Elem, Washington Elem	$484,392.00	$484,392.00
1	26	Assessment and intervention Supports will be Provided in ELA and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,820.00	$856,820.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	27	Intervention Support in Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	28	Intervention Support in Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	$350,000.00
1	29	Supplemental Materials to Support At-Risk or Unduplicated Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	30	AVID and personnel supports will be provided TK-12:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,593.00	$72,593.00
1	31	AVID Program K-12	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,036,243.00	$2,036,243.00
1	32	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,046.00	$158,046.00
1	33	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	LEA-wide	English Learners Foster Youth Low Income	All Schools	$554,818.00	$554,818.00
1	36	Primary Language Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,865,086.00	$1,865,086.00
1	37	Additional Support for At-Risk Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,123.00	$155,123.00
1	38	Unduplicated students will be provided additional	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$201,847.00	$201,847.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		support to graduate high school					
1	39	Adult Education - Concurrent Enrollment	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$147,000.00	$147,000.00
2	1	CTE Data Development and Tracking	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$165,000.00	$165,000.00
2	3	CTE Pathway Development, Expansion and Maintenance	LEA-wide	English Learners Foster Youth Low Income	Grades 7 -12	$30,000.00	$2,280,000.00
2	4	CTE Student Leadership Development (CSTO)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 7 -12	$25,000.00	$275,000.00
2	6	CTE Student Post-Secondary Attainment	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	$20,000.00	$20,000.00
2	7	CTE High Quality Staff	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$1,587,802.00	$2,012,802.00
2	8	AP/IB Supports for At-risk and Unduplicated Students	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$400,000.00	$400,000.00
2	9	Provide additional programs for school connectedness and student well being for unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 9 - 12	$40,000.00	$40,000.00
2	10	Dual Enrollment	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$40,000.00	$40,000.00
2	11	Career Counseling	LEA-wide	English Learners Foster Youth	Specific Schools: Grades 7 - 12	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	SART and SARB	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	2	Social Emotional Learning & Character Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	3	Tier 1 Experiences for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	4	Universal Screeners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	5	Multi-Tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	$650,000.00
3	6	Academic Saturday School	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 7 - 12	$300,000.00	$300,000.00
3	7	Intervention Counselors	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 9-12	$759,493.00	$759,493.00
3	13	EL Tier 3 Continuation Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orange Grove Alternative HS	$74,043.00	$74,043.00
3	14	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,866,137.00	$2,866,137.00
3	15	Foster & Homeless Support	LEA-wide	Foster Youth	All Schools	$148,086.00	$148,086.00
3	16	Tier 3 Wrap Around Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,000.00	$290,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	17	School Nurses	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	$450,000.00
3	18	STEPS Aides	LEA-wide	English Learners Foster Youth Low Income	Grades TK-6	$490,495.00	$490,495.00
3	20	Suicide Prevention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	$55,000.00
3	21	Hearing and Vision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	$135,000.00
3	22	Increase Family, Community, and School Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$791,117.00	$791,117.00
3	23	Family Engagement Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	24	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	25	Community Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	26	Family Engagement Professional learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	27	Program Evaluation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	28	Community Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.