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# CORONA-NORCO UNIFIED SCHOOL DISTRICT

## LOCAL CONTROL ACCOUNTABILITY PLAN, ANNUAL UPDATE AND OVERVIEW 2019-2020

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## Pupil Outcomes

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

**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.**

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**Goal 3: Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course.**

**Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.**

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**Goal 6: Establish family and school partnerships, which build solid relationships between school and family.**

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# LCFF Budget Overview for Parents

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

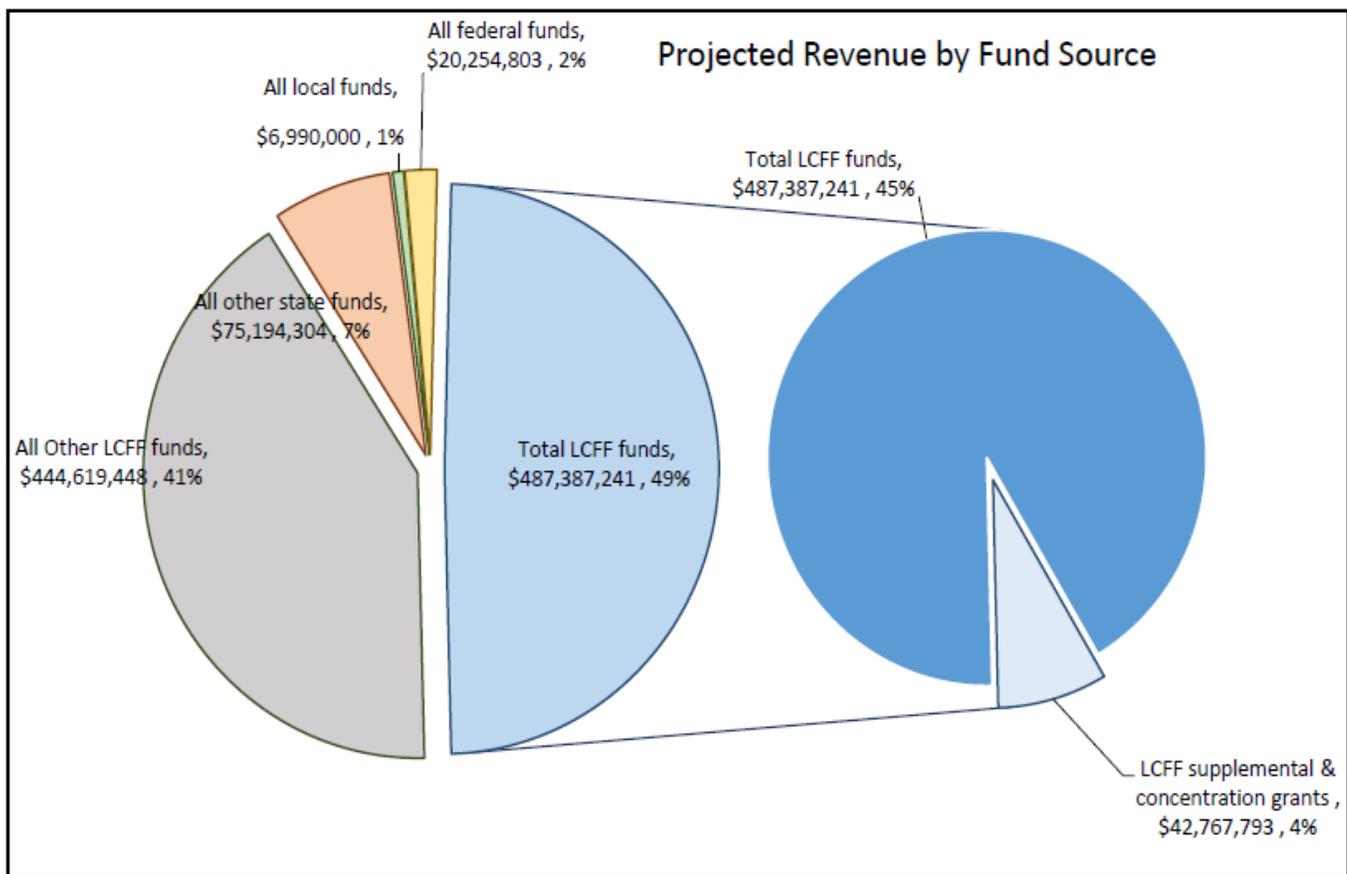
CDS Code: 33670330000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Michael Lin, Ed.D, (951)736-5012 mlin@cnusd.k12.ca.us

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 2019-2020 LCAP Year

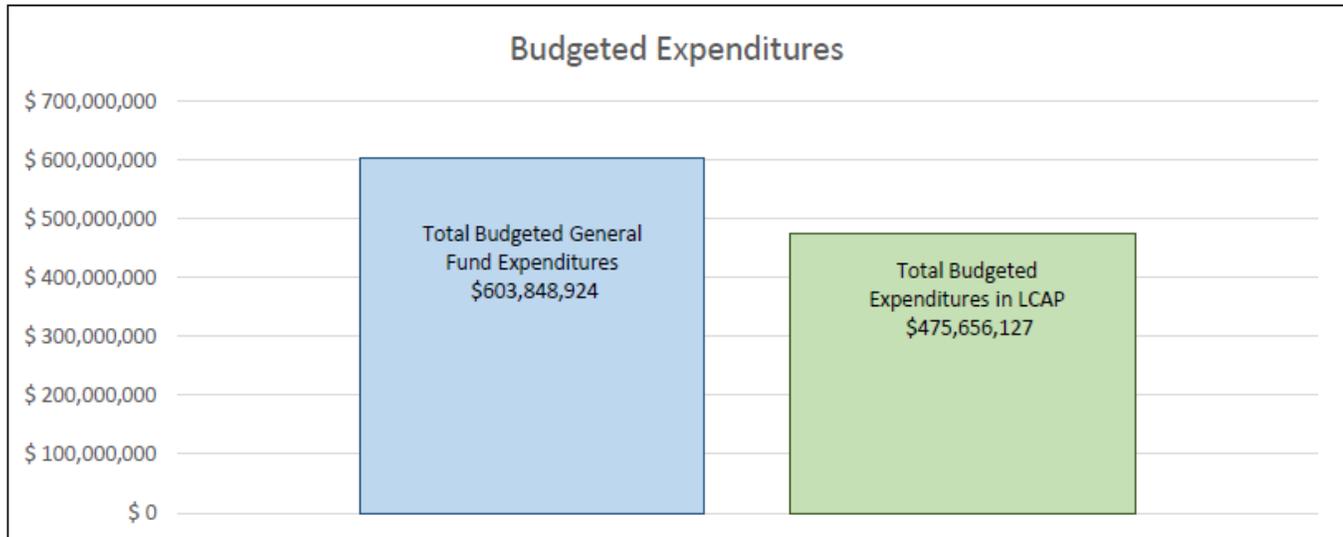


This chart shows the total general purpose revenue Corona-Norco Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Corona-Norco Unified School District is \$589,826,348.00, of which \$487,387,241.00 is Local Control Funding Formula (LCFF), \$75,194,304.00 is other state funds, \$6,990,000.00 is local funds, and \$20,254,803.00 is federal funds. Of the \$487,387,241.00 in LCFF Funds, \$42,767,793.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Corona-Norco Unified School District plans to spend for 2019-2020. 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 \$603,848,924.00 for the 2019-2020 school year. Of that amount, \$475,656,127.00 is tied to actions/services in the LCAP and \$128,192,797.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

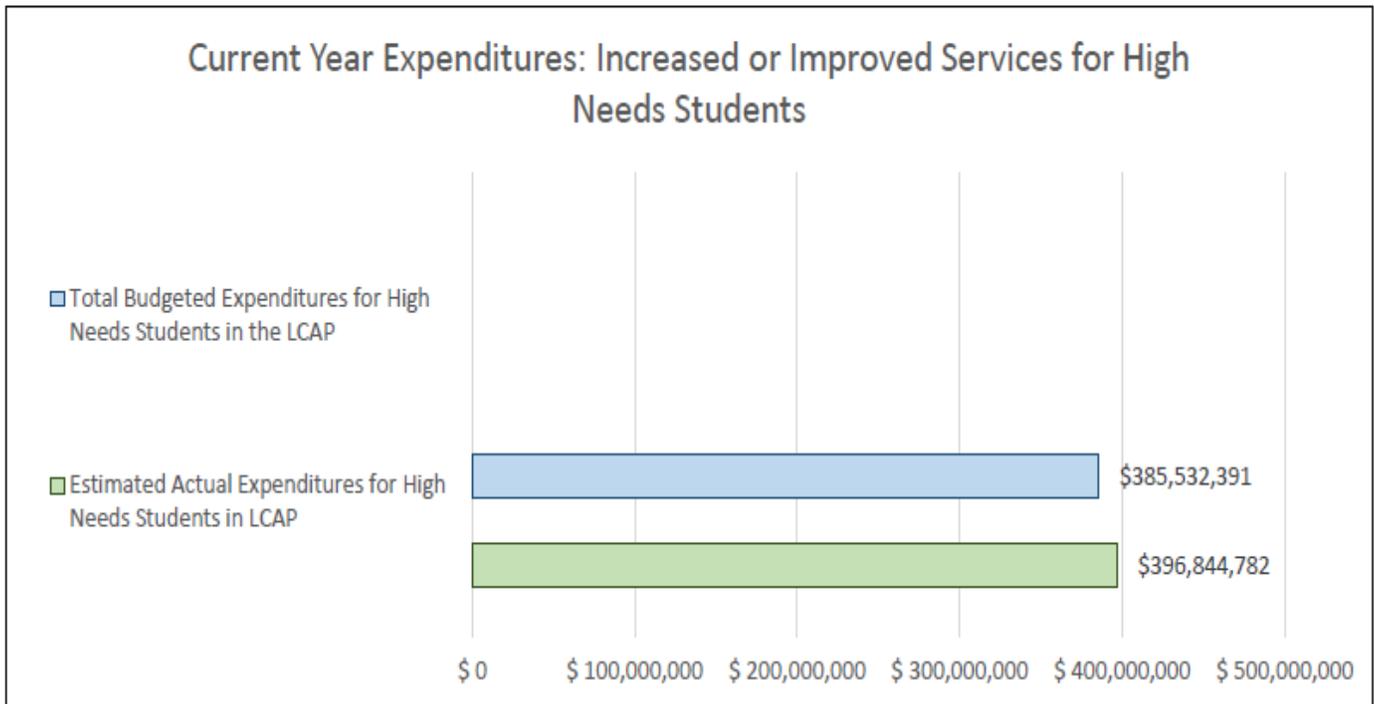
General operation costs, not included in the LCAP, include contributions to other programs, routine maintenance, general operating costs, and federal/state/local program funds. Expenditures in the general fund budget, but not in LCAP, also include operating expenditures such as utilities, debt service, obligations, capital project expenditures and materials/supplies necessary to operate the school district.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Corona-Norco Unified School District is projecting it will receive \$42,767,793.00 based on the enrollment of foster youth, English learner, and low-income students. Corona-Norco Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Corona-Norco Unified School District plans to spend \$446,981,630.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Corona-Norco Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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 2018-2019, Corona-Norco Unified School District 's LCAP budgeted \$385,532,391.00 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District estimates that it will actually spend \$396,844,782.00 for actions to increase or improve services for high needs students in 2018-2019.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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 serving approximately 53,294 students in 51 schools, CNUSD serves a diverse student population which includes: 53% Hispanic, 26% White, 10% Asian, 6% African American, and 3% Filipino. Over 50 languages are spoken within our schools. At Corona-Norco 47.3% of students are eligible for free and reduced meals, 49.2% are unduplicated and 13.9% are classified as English Learners.

CNUSD employs over 5,000 certificated and classified staff, and in 2019 is named one of the *Best Places to Work* in the Inland Empire by the Press Enterprise. CNUSD has a strong reputation in California as a high performing system. The district was named as a finalist for the prestigious Broad award in 2012 and 2013. Of the 51 schools in the district, 36 have been selected as California Distinguished Schools over the last few years. In 2019, Corona Fundamental Intermediate School was selected as a California Distinguished School. Corona-Norco Unified School District was recognized as a California Exemplary School District, one of the 18 school districts named from the 1,026 districts in California.

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 93.8%, A-G completion rates of 57.16% and a dropout rate of only 0.8% (the average rates at Riverside County are 88.9%, 42.4% and 5.8% respectively). Corona-Norco is in a strong starting place for measuring college and career readiness score of 51.7% prepared (an increase of 2.7% from 2018) and 19.2% approaching the status of prepared as measured by the state. Academic achievement continues to rise with 61.39% of students meeting or exceeding standards in ELA and 45.69% of students meeting or exceeding standards in Mathematics (compared to 49.88% and 38.65% respectively in California). In terms of the progress of English Learners in the district in 2019, 75.5% of EL students were reported to be well or moderately-well developed as measured by the ELPAC (compared to 65.2% in California). Corona-Norco Unified serves all students by providing a well-rounded educational experience.

Our schools include: 29 K-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, and a school for students with exceptional needs. 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 K-12.

CNUSD sees the LCAP as its equity plan principally directed at unduplicated students. The LCAP supports the district mission to PROVIDE a quality education for ALL students within a secure and supportive environment. PROMOTE in ALL students academic excellence, social growth, and responsible decision-making. PREPARE ALL students to lead productive lives in a diverse global society. 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.

## LCAP Highlights

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

### Pupil Outcomes

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

**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.

### Ongoing programs/initiatives in this area include:

- Additional teachers to reduce class size and improve opportunities to intervene for unduplicated count students
- Creation of an Elementary Arts program to support at-risk students who may not have opportunities in the area of the arts
- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Implementation of a Learning Management System to support personalized learning in the future
- Implementation of the CNUSD Hybrid School
- Additional maintenance personnel to maintain facilities
- Additional translators to support communication with English Learner parents
- Intervention programs to support improvement in mathematics
- Intervention programs to support achievement in English Language Arts
- Additional Dual Language Immersion teachers
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Instructional technology and educational software for the classroom

- Reader by Nine initiative to support student reading proficiency by the end of third grade
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support of the Genius Squad
- School allocations for supplemental support of at-risk students
- PSAT assessment support to foster a college-going culture
- Expansion of AVID from high schools and intermediate schools to elementary schools
- Quality ELD implementation
- Special Education and Foster Youth support
- Additional personnel – elementary, intermediate and secondary teachers, instructional aides and assistant principals – to support schools with high need
- Committee to examine and strategize for improvement and academic support and reclassification for Long Term English Learners
- Support for the Expanded Learning Programs at Riverview Elementary School and Sierra Vista Elementary School
- Site champions to support the implementation of technology at the school site
- Funding for a-g audits to prepare our students to be college ready
- Student support for Advanced Placement expansion and International Baccalaureate
- Puente Program for Roosevelt HS and Corona HS
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school
- Support for our Communication Office to effectively inform our community

### **Conditions of Learning**

**Goal 3:** Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course.

**Goal 4:** Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.

- Ongoing programs in this area include:
- Exploration of a graduate follow up system
- Further expansion of the CTE pathways
- Contracting to employ a medical pathway consultant
- Counselor 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, RCOE CTE 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

## **Engagement**

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

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

### **Ongoing programs in this area include:**

- Additional Counseling services for Foster Youth
- Continued improvement of student attendance through support of SART and SARB processes
- Implementation of character education programs to support students
- Expansion of Positive Behavior Intervention Support (PBIS)
- Employment of Safety and Violence Prevention Counselors
- Employment of School Resource Officers
- School support for Comprehensive School Safety Plans
- Hiring of additional TK-12 counselors to support the social-emotional aspect of student needs
- 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
- DELAC and DAC support
- Implementation of the CNUSD Parent Center with additional personnel
- Personnel to support the mental health of our students
- An additional school nurse
- Personnel for Parent Center
- Additional Counseling services for Elementary Schools
- Additional Counseling services for Corona High School

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Corona-Norco Unified School District has analyzed district data and has identified the following areas as those of greatest progress based on the California School Dashboard:

- Corona-Norco Unified School District was recognized as a California Exemplary School District, one of the 18 school districts named from the 1,026 districts in California.
- CNUSD has been recognized once again as a 2019 Model School Attendance Review Board winner.
- CNUSD has 24 schools being recognized by Ed Trust West through their Education Equity Navigator as schools making progress with a focus on equity.
- Chronic Absenteeism has been an area of focus in CNUSD for the last few years. Efforts have been made through various avenues to improve this area concentrating on our Unduplicated Count students and Special Education. CNUSD reports a chronic absentee rate of 5.8% when compared with the California rate of 9%.
- CNUSD provides support to district sites in the area of positive school environments using such programs as Positive Behavior Interventions and Supports Program (PBIS) as well as Leader in Me and Capturing Kids Hearts. This work has affected the suspension rates in the district resulting in 2.9% rate. California reports a 3.5% suspension rate.
- In terms of the progress of English Learners in the district in 2019, 75.5% of EL students were reported to be well or moderately-well developed as measured by the ELPAC as compared to 65.2% in California, state-wide.
- According to the California School Dashboard, CNUSD reports a graduation rate status of “High” at 94.4% of students completing high school. This represents an increase of .8% over last year. Subgroups reported in the green category on the California School Dashboard are English Learners, Foster Youth, Hispanic, Homeless and Socioeconomically Disadvantaged students. Increases in the graduation rates for these groups range from about 1% to almost 7%. In the blue category are African American students, Filipino students, Two or More Races and White students.
- When considering students leaving the CNUSD TK-12 educational system, it is important that the students be college and career ready. The California School Dashboard reports that 51.7% of our students are considered College/Career Ready with 19.2% scoring at Approaching Prepared for College/Career.
- In the area of English Language Arts, grades 3-8 and 11, CNUSD maintained its progress scoring in the “high” category on the California School Dashboard reported in December 2018. This information is based on the annual CAASPP state assessments.
- When considering academic progress in the area of Math, based on the December 2018 California School Dashboard, CNUSD scored in the “Medium” range having maintained progress when compared with the previous testing cycle.
- CNUSD has implemented the usage of iReady in grades TK to 6th grade to support continuous improvement at the classroom level. This initiative provides a consistent diagnostic assessment with information to teachers regarding mastery of standards. Additionally, the students engage in online lessons based on the diagnostic scores. Over 31,532 students engaged in the diagnostic assessments in Trimester 1(2018) and 35,539 in Trimester 2 (2019). 79% of students report to be on or above grade level in Reading and 84% of students report to be on or above grade level based on iReady reports comparing Diagnostic 1 data with Diagnostic 2 data.
- CNUSD has seen significant gains for the at-risk students in the area of academic achievement. English Learners increased achievement in the areas of ELA (7.1%) and Math (3.5%) as measured by CAASPP scores. Foster Youth increased achievement in the areas of ELA (12.7%) and Math (6.4%) as measured by CAASPP scores. Socioeconomically Disadvantaged students increased achievement in the areas of ELA (5.3%) and Math (2%) as measured by CAASPP scores.

CNUSD is proud of the district achievements that have been part of our success over the last several years. These successes are due, in large part, to the expertise of our staff. A hallmark of the district progress is a focus on Professional Development for all – certificated and classified staff. This area of strength will continue to be our leverage to support, in particular, our unduplicated count students. As we move deeper into the implementation of the new ELA/ELD materials, capacity building through Professional Development has been an emphasis. New instructional materials are being purchased for Math Integrated I, Math Integrated II and Math Integrated III as well as the CNUSD higher math classes. Professional Development and additional planning time will be provided to 9-12th grade math teachers. Additionally, customized Professional Learning is being designed through collaboration with principals and teachers to meet every learner’s needs, particularly the unduplicated students’ category, and support them to grade level standards. CNUSD plans to maintain and build on our success using our culture of continuous improvement through Professional Development. CNUSD has used a systemic approach to the implementation of any initiative or program with an eye to systematic analysis of data to measure progress. Efforts will continue to employ this approach to all initiative and programs implemented as we strive to maintain and build upon our success.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Corona-Norco Unified School District has analyzed district data and has identified the following areas as Areas of Need:

- While English Learners are doing well as measured by the English Learner Progress Indicator, English Learners are performing lower when compared to the other groups in CNUSD, particularly in Chronic Absenteeism and the College and Career Indicator. A committee has been working for the last year identifying student achievement barriers for English Learners and Long-Term English Learners (LTELs) and to discuss different approaches to this issue. Discussions have been held at various Principals’ meetings around this topic to identify best practices with an eye to replication at other sites. Data is being collected and refined to support schools with their efforts to address this need. Specialized Professional Development is being delivered and refined based on feedback to close this gap and increase achievement. Additionally, new materials have been purchased and disseminated to the schools that are specifically designed for secondary EL students based on their needs.
- Data for Foster Youth indicates that significant gains have been made in the area of academic achievement with regards to English Language Arts and Math and this group is reported in the “high” green category for graduation rate. Foster Youth are reporting to be in the orange category for Chronic Absenteeism and in the area of suspensions, reported in the red category. A counselor specifically focused on the needs of Foster Youth has been working with students to support their attendance and 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 PBIS to ensure other means of correction rather than suspension.
- Homeless students are achieving well in the area of graduation rate scoring in the “high” green category. Regarding suspension rates, College and Career Indicator, achievement in the area of English Language Arts and Math, this group is scoring in the orange category. As we continue to implement PBIS, emphasis on Homeless students will be employed to reduce the number of suspensions and support students. Professional Development will continue to be provided with an emphasis on small group instruction, scaffolding and differentiation and best practices to provide better support.
- Socioeconomically Disadvantaged students have made significant gains in the areas of suspension rates, graduation rates and in the academic areas of ELA. Gains have been reported in the area of Math, but this group falls into the orange category for this subject area. New math materials will be purchased and implemented in 2019-2020 for grades 9-12. Professional Development will be provided to successfully implement these materials. A pilot for grades K-8 will be implemented in 2019-2020 for new math materials for these grade levels. Both sets of math materials support the expectations for Math content and Practice standards.

- Students with Disabilities are performing below expectations in several categories when compared to the overall district achievement. According to the California School Dashboard, students on IEPs fall into the red category in the College and Career Indicator and in the area of Math Achievement. Additionally, students on IEPs fall into the orange category in Chronic Absenteeism and Suspension. Specialized focused PD will continue to be provided for teachers of students with IEPs along with new materials to support differentiation and modifications while teaching grade level standards. Using SART and SARB processes with a focus on students with special needs, improvements will be implemented. As we continue to implement PBIS, particular emphasis on students with special needs will be employed to reduce the number of suspensions and support students.
- While African American students are rated in the “Very High” blue category for Graduation rates, they are scoring in the orange category for suspension rates and Math. As we continue to implement PBIS, particular focus will be placed on the needs of African American students to reduce the number of suspensions and support students. With the implementation of new math materials and an emphasis on improved math instruction through professional development, improvement is expected.
- American Indian or Alaska Native students are scoring in the green, high category on the California School Dashboard for the areas of Chronic Absenteeism, English Language Arts and Math. In the area of suspension, American Indian or Alaska Native students fall into the orange category. As we continue to implement PBIS, focus on the needs of American Indian or Alaska Native students will be employed to reduce the number of suspensions and support students.
- Hispanic students in CNUSD are reported in the “high” green category in the areas of graduation rate and English Language Arts. In the area of Math, this group falls into the orange category. While this group’s achievement grew from 2017 to 2018, more growth is needed. New math materials will be purchased and implemented in 2019-2020 for grades 9-12. Professional Development will be provided to successfully implement these materials. A pilot for grades K-8 will be implemented in 2019-2020 for new math materials for these grade levels. Both sets of math materials are aligned the expectations for Math content and Practice 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, they are being reported 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 PBIS, stress on the needs of Native Hawaiian or Pacific Islander students will be placed to reduce the number of suspensions and support students.
- Students of Two or More Races are reporting in the “Very High” blue category in the areas of graduation rate and achievement in the area of English Language Arts and in the “high” green category in the areas of suspension rate, College and Career Indicator and the achievement area of Math. In the area of Chronic Absenteeism, this group is reported in the orange category. Using SART and SARB processes with a focus on students of Two or More Races, improvements will be implemented.

Referring to the California School Dashboard, identify 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 performance gaps?

## Performance Gaps

According to the California School Dashboard, CNUSD overall performance is increasing and has no areas in red. When analyzing the student subgroup achievement results reported on the California School Dashboard, December 2018, the following areas can be identified as the needed areas of focus:

GROUP	CALIFORNIA SCHOOL DASHBOARD COLOR	STATUS	CHANGE
<b>ELA</b>			
English Learners	Yellow	26.3 points below level 3	+7.1 points
Low Income Students	Yellow	7.2 points below level 3	+5.3% points
Foster Youth	Yellow	43.8 points below level 3	+12.7 points
Overall	Green	20.9 points above 3	+2.6 points

<b>MATH</b>			
English Learners	Yellow	56.5 points below 3	+3.5 points
Low Income Students	Orange	48 points below 3	+2 Points
Foster Youth	Yellow	81.9 points below 3	+6.4 points
Overall	Yellow	17.7 points below 3	- 0.1 points
<b>GRADUATION RATE</b>			
English Learners	Green	84.5%	+ 4.8%
Low Income Students	Green	92.7%	+ 0.9%
Foster Youth	Green	84%	+ 6.6%
Overall	Green	94.4%	+ 0.8%
<b>SUSPENSION RATE</b>			
English Learners	Yellow	3.3%	+0%
Low Income Students	Green	3.9%	-0.3%
Foster Youth	Red	10.9%	+1.4%
Overall	Yellow	2.9%	+0%
<b>College/Career Indicator</b>			
English Learners	Orange	12.4%	-0.8%
Low Income Students	Yellow	41.7%	+1.8%
Foster Youth	Yellow	16%	+6.3%
Overall	Green	51.7%	+2.7%
<b>Chronic Absenteeism Indicator</b>			
English Learners	Orange	5.5%	+0.5%
Low Income Students	Yellow	7.8%	+0.2%
Foster Youth	Orange	13%	+0.8%
Overall	Yellow	5.8%	+0.1%

Steps to address the performance gaps are:

- In the area of suspension rates, CNUSD reports to be in the yellow category, while Foster Youth (red), falls into two or more performance levels below the “all student” performance. A counselor specifically focused on the needs of Foster Youth has been working with students to support their positive behavior and success. Efforts will continue to improve this area. Continued efforts will be employed regarding PBIS to ensure other means of correction rather than suspension.
- In the area of College and Career Indicator, CNUSD reports to be in the green category, while English Learners (orange), Homeless (orange) and Students with Disabilities (red) fall into two or more performance levels below the “all student” performance. Professional Development will continue to be provided with an emphasis on small group instruction, scaffolding and differentiation and best practices to provide better support. Additionally, counselors will monitor and support students to make sure they are succeeding. A tool has been developed to provide ready access to student achievement data that will help counselors be proactive in support as well as intervene.
- In the area of achievement in English Language Arts, CNUSD reports to be in the green category, while Homeless students (orange) fall into two or more performance levels below the “all student” performance. Professional Development will be provided with an emphasis on small group instruction, scaffolding and differentiation and best practices to provide better support.
- In the area of achievement in Math, CNUSD reports to be in the yellow category, while Students with Disabilities (red) fall into two or more performance levels below the “all student” performance. New math materials will be purchased and implemented in 2019-2020 for grades 9-12. Professional Development will be provided to successfully implement these materials. A pilot for grades K-8 will be implemented in 2019-2020 for new math materials for these grade levels. Both sets of math materials will support the expectations for Math content and Practice standards.

# 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

Orange Grove Alternative High School and Letha Raney Intermediate School have been identified for Comprehensive Support and Improvement.

## Support for Identified Schools

Describe how the LEA supported 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.

CNUSD, in partnership with the Riverside County Office of Education, facilitated school-level needs assessments at the identified CSI sites. The school stakeholders engaged in deep discussions around their schoolwide data and current practices to understand the problem and the system that produced it. After looking at their current performance and identifying the gap, the team then identified a targeted problem(s) to solve. The team conducted empathy interviews with the end users in their school (students, parents, and teachers) to fully understand the problem and then focused their collective efforts to generate ideas for change. Evidence based drivers were identified, then change ideas were leveraged to obtain the desired goal were generated. A plan was developed to implement evidence-based interventions and remedy any resource inequities identified by the Needs Assessment.

## 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.

The school site CSI teams will continue to meet throughout the 2019-20 school year to monitor and evaluate the implementation of the change ideas and refine and modify the drivers if needed to ensure student learning. The district and identified CSI schools are committed to engaging in a continuous cycle of inquiry (plan, do, study, and act) to improve practices and learning at the school site.

# Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

## 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: 1, 2,4,7,8

Local Priorities: *CNUSD Strategic Plan Goals 1*

## Annual Measurable Outcomes

### Expected

#### Student Achievement

CAASPP Data June 2017

Percent of students who met or exceeded standards

	<u>English Language Arts</u>	<u>Math</u>
Overall	59.72%	45.49%
Hispanic	50.72%	34.77%
English Learners	14.91%	14.98%
Low Income	46.15%	31.94%
Foster Youth	31.4%	23.30%
African American	55.28%	34.86%
Special Education	16.20%	12.18%

#### Improvement Goal to increase achievement

Expected Growth	ELA EAMO	MATH EAMO
Overall – 3% increase	63%	49%
Hispanic – 5% increase	56%	40%

### Actual

#### Student Achievement

CAASPP Data June 2018

Percent of students who met or exceeded standards

	<u>English Language Arts</u>	<u>EAMO</u>	<u>Math</u>	<u>EAMO</u>
Overall	61.39%	Not Met	45.69%	Not Met
Hispanic	53.10%	Not Met	35.09%	Not Met
English Learners	18.41%	Not Met	15.66%	Not Met
Low Income	48.96%	Not Met	32.52%	Not Met
Foster Youth	31.9%	Not Met	20.3%	Not Met
African American	54.56%	Not Met	34.57%	Not Met
Special Education	18.92%	Not Met	12.34%	Not Met

**Expected**

English Learners – 5% increase	20%	20%
Low Income – 5% increase	52%	37%
Foster Youth – 5% increase	37%	29%
African American – 5% increase	61%	40%
Special Education – 5% increase	22%	18%

**A-G Completion**

**Growth Data:**

	13/14	14/15	15/16	16/17
Overall	49.1%	50.6%	50.2%	52.25%
Hispanic	38.8%	41.0%	40.8%	44.02%
RFEP	N/A	N/A	N/A	51.55%
English Learner	5.4%	2.8%	3.3%	3.86%
Low Income	39.8%	41.9%	39.3%	41.52%
Foster Youth	N/A	N/A	N/A	16.67%
African American	51.2%	50.9%	50.5%	51.14%

**Improvement Goal to increase achievement**

Expected Growth	A-G EAMO
Overall – 2% increase	54.2%
Hispanic – 3% increase	46.8%
RFEP - 3% increase	N/A
English Learners – 3% increase	9.3%
Low Income – 3% increase	45.3%
Foster Youth – 3% increase	N/A
African American – 3% increase	56.5%

**AP Participation in classes**

**Growth Data**

	13/14	14/15	15/16	16/17
Overall	4,089	4,114	5,440	4606/ 25.81%

**Actual**

**A-G Completion**

	17/18	EAMO
Overall	57.16%	Met
Hispanic	48.07%	Met
RFEP	55.71%	Met
English Learner	5.6%	Not Met
Low Income	46.11%	Met
Foster Youth	13.64%	Met
African American	57.51%	Met

**AP Participation**

	17/18	EAMO
Overall	27.41%	Not Met
Hispanic	22.12%	Not Met

**Expected**

Hispanic	1,615	1,583	2,322	1934 / 20.94%
RFEP	1,013	1,056	1,377	1116 / 27.41%
Low Income	1,500	1,463	1,928	1499 / 19.27%
Foster Youth	N/A	N/A	N/A	8 / 5.06%
African American	288	275	292	300 / 22.37%

**Improvement Goal to increase achievement**

Expected Growth	AP Participation in Class EAMO
Overall – 2% increase	27.81%
Hispanic – 3% increase	23.94%
RFEP – 3% increase	30.41%
Low Income – 3% increase	22.27%
Foster Youth – 3% increase	8.06%
African American – 3% increase	25.37%

**Participation in AP tests  
Growth Data**

	13/14	14/15	15/16	16/17
Overall	2,947	3,036	3,781	3643 / 79.09%
Hispanic	1,081	1,104	1,472	1460 / 75.49%
RFEP	760	762	967	899 / 80.56%
Low Income	1,069	1,006	1,265	1179 / 78.65%
Foster Youth	N/A	N/A	9	6 / 75.00%
African American	168	196	239	207 / 69.00%

**Actual**

RFEP	30.11%	Not Met
Low Income	21.45%	Not Met
Foster Youth	5.96%	Not Met
African American	24.8%	Not Met

**Participation in AP tests**

	17/18	EAMO
Overall	77.25%	Not Met
Hispanic	71.47%	Not Met
RFEP	77.36%	Not Met
Low Income	75.32%	Not Met
Foster Youth	77.78%	Met
African American	71.17%	Met

**Expected**

**Actual**

**Improvement Goal to increase achievement**

Expected Growth	AP test participation EAMO
Overall – 1% increase	80.09%
Hispanic – 2% increase	77.49%
RFEP – 2% increase	82.56%
Low Income – 2% increase	80.65%
Foster Youth – 2% increase	77.00%
African American – 2% increase	71.00%

**AP Pass Rate (3 or higher)**

**Growth Data**

	13/14	14/15	15/16	16/17
Overall	55.1%	55.1%	53.4%	54.68%

**Improvement Goal to increase achievement**

Expected Growth	AP Pass EAMO
Overall – Meet or exceed county levels of achievement	53.6%

**EL Reclassification Rate –**

**Growth Data**

14/15 – 12.9%
15/16 – 13.5%
16/17 - 11.0%
17/18 - 8.8%

**Improvement Goal to increase achievement**

Expected Growth	EL Reclassification EAMO
Meet or exceed county levels of achievement	12%

**EL Progress toward English Proficiency –**

**Growth Data**

15/16	16/17
63.1%	77.8%

**AP pass rate**

	17/18	EAMO
Overall	58.28%	Met

**EL Reclassification Rate –**

18/19	EAMO
6.4%	Not Met

**EL Progress toward English Proficiency –**

17/18	EAMO
75.53%	Met

**Expected**

**Improvement Goal to increase achievement**

<u>Expected Growth</u>	<u>EL Progress EAMO</u>
Meet or exceed county levels of achievement	77.7% (ELPAC)

**EAP –**

**Growth Data**

Results from June 2017 testing:

ELA - 59.72% of students met or exceeded readiness for CSU coursework

Math - 45.49% of student met or exceeded readiness for CSU coursework

**Improvement Goal to increase achievement**

<u>Expected Growth</u>	<u>ELA EAMO</u>	<u>MATH EAMO</u>
Based on Benchmark (maintain or increase achievement)	73%	38%

**Basic Services**

**Growth Data**

100% for each area below

**Appropriate Teacher Assignment** – maintain or increase current levels

**Sufficient instructional materials** – maintain or increase current levels

**Facilities in good repair** – maintain or increase current levels

**Implementation of Content and Performance Standards**

**Growth Data**

**CCSS**

100% implementation of standards

**ELA/ELD**

ELA/ELD materials were adopted on 3/7/17 and will be implemented on 2017/18

**NGSS**

Transitioning into standards and providing professional development

**Improvement Goal to increase achievement**

Maintain or Increase levels of implementation

**Actual**

In 2017-2018, the assessment used changed from the CELDT to the ELPAC. These results are from the ELPAC.

	<b>Results from June 2018 testing:</b>	<b>EAMO</b>
ELA	61.39% of students met or exceeded readiness for CSU coursework	Not Met
Math	45.69 % of student met or exceeded readiness for CSU coursework	Not Met

**Basic Services**

<b>100% for each area below:</b>	<b>EAMO</b>
<i>Appropriate Teacher Assignment</i> – maintain or increase current levels	<i>Met</i>
<i>Sufficient instructional materials</i> – maintain or increase current levels	<i>Met</i>
<i>Facilities in good repair</i> – maintain or increase current levels	<i>Met</i>

**Implementation of Content and Performance Standards**

**CCSS**

100% implementation of standards

**ELA/ELD**

ELA/ELD materials were implemented in 17/18 continues to be supported by Professional Learning

**NGSS**

Transitioning into standards and providing professional development

**CNUSD met the goals.**

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1.2.1 (a-d)</b> High quality staff will provide and support rigorous instruction and programs daily.</p> <p>a) Highly qualified teachers will provide rigorous instruction daily. Teachers will provide rigorous based instruction daily and support services.</p> <p>b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.</p> <p>c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.</p> <p>d) An Intern Program with New York University will be implemented focus in hard to hire areas in intermediate and secondary schools with high numbers of unduplicated students.</p>	<p>a) Certificated teachers provided high quality CCSS based instruction daily. 2,486 certificated staff make up 45% of all permanent employees. 100% of our teachers are fully certified and teaching within their certification of study.</p> <p>b) 174 certificated management staff supported academic programs, school safety and smooth operation of each school site and division within the district.</p> <p>c) 2,818 classified staff supported the instructional program at the district and school sites.</p> <p>d) 11 NYU interns were assigned at Auburndale and Raney Intermediate and Centennial and Corona High School. These interns were at the school sites all day for the entire year and conducted their student teaching and tutoring of at-risk students.</p>	<p>a) \$219,161,344 (LCFF)</p> <p>b) \$25,463,488 (LCFF)</p> <p>c) \$70,309,732 (LCFF)</p> <p>d) \$381,180 (LCFF/ Supplemental) \$150,000 (Title II)</p>	<p>a) \$227,729,627 (LCFF)</p> <p>b) \$26,419,256 (LCFF)</p> <p>c) \$73,165,169 (LCFF)</p> <p>d) \$281,180 (LCFF/Supplemental) \$150,000 (Title II)</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 2 (a-c)</b> Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair</p> <p>a) All students will have sufficient textbooks and instructional materials.</p> <p>b) Supplemental Instructional materials will be purchased to support differentiation principally directed toward unduplicated count students.</p> <p>c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.</p>	<p>a) As verified through Williams' Report, CNUSD has 100% compliance with all instructional material requirements. CNUSD received no complaints regarding instructional materials and/or facilities.</p> <p>b) N/A</p> <p>c) All schools and facilities are in good repair and well maintained. A systematic approach is in place for school sites and departments to report facility needs. Sites follow a protocol to report needs through a work order system. Safety needs are addressed immediately. A formal Williams' walkthrough is conducted after hours at every site and all rooms/spaces are inspected. Inspections are held annually at every site with the fire department. Custodial staff is regularly trained to ensure well-maintained facilities. Preventive maintenance is conducted on an ongoing basis.</p>	<p>a) \$2,574,940 (LCFF)</p> <p>b) \$0 (LCFF/Supplemental)</p> <p>c) \$24,043,912 (LCFF) \$423,272 (LCFF/Supplemental)</p>	<p>a) \$2,564,544 (LCFF)</p> <p>b) \$0 (LCFF/Supplemental)</p> <p>c) \$24,405,765 (LCFF) \$440,036 (LCFF/Supplemental)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 3 (a-f)</b> High quality professional development will be made available to all staff and follow-up support and coaching will be provided.</p>	<p>a-b) Professional Learning for both our certificated staff is provided throughout the year through a variety of formats including sub release during the school day and sessions during non-instructional days with compensation. 55 targeted English/Language</p>	<p>a) \$1,800,000 (LCFF /Supplemental)</p> <p>b) \$100,000 (LCFF)</p>	<p>a) \$1,800,000 (LCFF/Supplemental)</p> <p>b) \$167,867 (LCFF)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a) Provide all teachers with up to 30 hours of PD on research-based strategies and pedagogy to implement rigorous instruction, differentiation and implementation of instructional technology effectively. 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.</p> <p>b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.</p> <p>c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.</p> <p>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 coaching.</p> <p>e) Provide and support the implementation of CCSS standards-based instruction. Instructional Coaches will continue to provide CCSS implementation support.</p> <p>f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.</p>	<p>Arts and 52 Math trainings as well as 175 other content specific trainings were offered throughout the year at the district office. Additionally, 187 customized professional learning sessions were provided at individual school sites. Multi-day Equity and Literacy Conferences were provided for all staff to attend. 13,495 individual registrations for professional learning were captured through our Professional Learning Management System (PLMS) with many staff attending multiple trainings.</p> <p>c) Professional development for our classified staff is provided through the beginning of the year Smooth Sailing Training that is offered each year. Nineteen courses were offered, and 309 classified staff members participated in one or more sessions. Additionally, classified staff were included and participated in relevant trainings throughout the year including both the Equity and Literacy conferences.</p> <p>d) Sixteen Teachers on Special Assignment (TSAs) are in place to provide targeted academic support for T1 programs, English Learners, Dual Language programs and core curricular areas. TSA's have assigned school sites and provide support both at the district and individual school sites in support of our three district priorities of literacy, math and closing the gap.</p> <p>e) Seven Instructional Coaches support the CCSS implementation. Coaches work with teachers, teacher teams and school sites to support implementation of core content, and high impact, evidence based instructional strategies to impact student learning.</p>	<p>c) \$200,000 (LCFF Supplemental)</p> <p>d) \$1,571,312 (Title I, Title II, Title III) \$525,987(LCFF Supplemental)</p> <p>e) \$2,099,901 (LCFF Supplemental)</p> <p>f) \$135,348 (LCFF Supplemental)</p> <p>g) \$300,000 (LCFF Supplemental)</p>	<p>c) \$200,000 (LCFF Supplemental)</p> <p>d) \$ 1,571,312 (TI, TII, TIII) \$ 449,987 (LCFF/Supplemental)</p> <p>e) \$2,059,901 (LCFF/Supplemental)</p> <p>f) \$135,348 (LCFF/Supplemental)</p> <p>g) \$300,000 (LCFF Supplemental)</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

g) Provide support to continue to continue supporting schools implementing a systematic approach in the areas of teaching and learning.

Additionally, the coaches have provided ongoing professional development training throughout the year. Support is provided at the district and/or site level.

f) A Teacher on Special Assignment (TSA) provided support for all school sites in data analysis and assessment to improve teaching and learning. The TSA supported teachers and administrators in deploying the interim and summative Smarter Balanced Assessment Consortium (SBAC) assessments, the California Science Test (CAST) and English Language Proficiency Assessments for California (ELPAC). He facilitated professional development for the usage of the Smarter Balanced Digital Library and provided training for teachers, administrators and counselors for the California Physical Fitness Test (PFT). In addition, support was provided to teachers and counselors in the collection and reporting of PFT data. The TSA collaborated with Informational Technology (IT) in the integration of Google Classroom, Q Gradebook, with Illuminate Education and other technology related issues. Provided support for access, deployment, and reporting for the Digital Citizenship Assessment in collaboration with Innovation, Learning and Educational Technology. Provides support with statistical analysis and reporting of assessment data for sites – including, but not limited to, SBAC, CAST, PFT, and Digital Citizenship. Particular attention is given to ensure that subgroups Low Income (LI), Foster Youth (FY) and English Learners (EL) are showing significant academic growth.

g) CNUSD continues to refine its systems approach to continuous improvement of

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>teaching and learning. This year 20 schools participated in in-depth cycles of inquiry with their school leadership teams and/or grade/department teams. Principal cohorts worked collaboratively to discuss best practice and share collective expertise across the district. Two Learning Fairs led by Michael Fullan and Joanne Quinn provided an opportunity for our district to engage in conversations with experts in the field of systems work and collaborate with other “districts on the move” across the state.</p>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 4 (a-e)</b> Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:</p> <p>a) Provide PD &amp; 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 technicians will be provided to assist with educational technology support.</p> <p>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.</p>	<p>a) The ongoing technology refresh for district classrooms continued with the Corona HS feeder schools. 137 classroom computers were purchased for three school sites. This refresh ensures that all teachers have instructional devices that are less than 5 years old. Four additional IT technicians were funded to ensure that classroom technology is in place and functional to allow teachers the opportunity to incorporate technology into their lessons to enhance student learning.</p> <p>b) All 50 schools identified a Site Champion to support individual teachers at their school site with on-call support &amp; troubleshooting of technology, demo lessons and professional development. The Site Champions served as the Ambassador of Educational Technology and provided technology messaging, updates and FAQs to their staff. Each school receives a maximum of 38 hours support from site champions per year at</p>	<p>a) \$861,662 (LCFF Supplemental)</p> <p>b) \$50,000 (LCFF Supplemental)</p> <p>c) \$1,103,099 (LCFF Supplemental)</p> <p>d) \$186,000 (LCFF Supplemental)</p> <p>e) \$168,000 (LCFF Supplemental)</p>	<p>a) \$907,818 (LCFF/Supplemental)</p> <p>b) \$25,000 (LCFF/supplemental)</p> <p>c) \$1,182,869 (LCFF/Supplemental)</p> <p>d) \$186,000 (LCFF/Supplemental)</p> <p>e) \$168,000 (LCFF Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>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.</p>	<p>curriculum rate; comprehensive high schools get an additional 38 hours for a total of 76 hours per year.</p> <p>c) <i>My Access</i>: Students write, submit essays, and then receive immediate scores and personalized instructional feedback. Teachers can access student writing portfolios online to monitor progress, provide additional feedback, and tailor instruction to address the specific needs of their students. MY Access! motivates students to write and gives teachers more time to plan and deliver instruction that is both data driven and differentiated. <i>Turnitin.com</i>: From August 2018, 299 CNUUSD instructors actively utilized Turnitin Feedback Studio across 415 classes. 74,641 assignments were submitted allowing teachers to provide 195,766 instances of feedback in the form of rubrics, comments, quick marks and voice recordings. Turnitin's automated grammar system provided 160, 322 suggestions or corrections to edit. <i>Discovery</i>: Discovery Media is available to every classroom teacher in the District. It provides teachers the tools to teach their students to think critically about the content they use, see and experience in their daily lives. Over 11,000 unique teacher and student users accessed this program to date and over 1,500 education boards were viewed or created by teachers and students.</p> <p>d) Canvas is utilized as the districtwide Learning Management System (LMS) and houses the Learning Zone for all curriculum courses. Canvas also serves as a platform for teachers to engage with students in an online format.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	e) Chromebooks, carts, headphones and mice were purchased to support the administering of various assessments and support data analysis to increase student learning.		

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 5</b> Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA).</p>	<p>The Teacher Induction Program provides two years of mentoring/coaching that is based on the individual needs of new teachers, as identified through their self-assessment using the California Standards for the Teaching Profession (CSTP). All beginning teachers hired in CNUSD are eligible to participate in this program to clear their teaching credentials. Four full time and nine part-time Support Providers mentored 47 new teachers. Additionally, CNUSD offers a two-year Administrative Services Credential Clear Induction Program, approved by the California Commission on Teacher Credentialing, for all new administrators in the district who are eligible. Paramount to the program is the provision of 40-60 hours a year of coaching for each candidate, by an experienced administrator, and 20-30 hours of Professional Learning, based on their individual, job-embedded needs. 19 administrators are currently participating in this 2-year program.</p>	<p>\$801,520 (LCFF/Supplemental)</p>	<p>\$801,520 (LCFF/Supplemental)</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 6 (a-b)</b></p> <p>a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.</p> <p>b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.</p>	<p>a) Summer school will be held in June 2019 to provide additional opportunities for credit recovery and extra classes for students with impacted schedules. Over 7,000 students are anticipated to participate in one or more courses. Four hundred twenty-six classes at three high school campuses are currently scheduled. Last year 35 students received their high school diploma as a result of the 2018 summer school program and the number is anticipated to be the same in 2019.</p> <p>b) Title I school sites provided intervention support for at-risk students through extended day/year programs at their sites.</p>	<p>a) \$1,610,000 (LCFF/Supplemental)</p> <p>b) \$1,000,000 (Title I)</p>	<p>a) \$1,581,000 (LCFF/Supplemental)</p> <p>b) \$1,000,000 (Title I)</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 7 (a-b)</b></p> <p>a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS.</p> <p>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.</p>	<p>a) A Science/Math Coordinator supported the implementation of NGSS and the implementation of CCSS based Mathematics, including a successful textbook pilot and adoption process for 9-12<sup>th</sup> grade Integrated Math. A pilot for NGSS Science modules is being created and will be part of a 3-year plan to include support and scaffolds to support English Learners, Low Income students and Foster Youth.</p> <p>b) Mystery Science was provided for all K-6 teachers.</p>	<p>a) \$182,549 (LCFF/Supplemental)</p> <p>b) \$45,000 (LCFF/Supplemental)</p>	<p>a) \$183,357 (LCFF/Supplemental)</p> <p>b) \$23,374 (LCFF/Supplemental)</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 8</b> 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.</p>	<p>The CNUSD Hybrid School of Innovation added a second-grade level of students to the campus serving both 9<sup>th</sup> and 10<sup>th</sup> grade students. The Hybrid school serves 28 9<sup>th</sup> grade students and 22 10<sup>th</sup> grade students from within the district and some from neighboring districts. Strategic intervention has been built into the day as well as monthly Innovation Celebrations.</p>	<p>\$300,000 (LCFF Supplemental)</p>	<p>\$ 340,000 (LCFF/Supplemental)</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 1. 2. 9</b> Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth</p>	<p>The CNUSD communications department shares relevant and timely information to the community, media and public through a focused and collaborative effort. They support teachers, schools, administrators and departments through crisis communication, media relations, public relations and event planning, supporting all six goals in the LCAP. The support of the Communications Office has resulted in weekly communication with law enforcement, 4-5 media calls per week, 140 messages per week from school administrators reporting a crisis which resulted in approximately 40-50 weekly board alerts. The team has received up to 42 multi-media requests from school sites and divisions per month and created 365 video productions. They have been involved in two website redesigns, 512 school logo redesigns, 32 press release issuances on average per year and 15-20 Connection Stories per month. In 2018-19 a Communications Manager was</p>	<p>\$90,000 (LCFF) \$331,179 (LCFF/Supplemental)</p>	<p>\$ 90,000 (LCFF) \$231,179 (LCFF/Supplemental)</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

hired to support the team and two multi-media specialist positions are flying, but not yet filled.

**Action 10**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Goal 1. 2.10**

Design a Comprehensive Arts program for Elementary Schools.

This year CNUSD engaged in a planning year to research high quality comprehensive art programs throughout neighboring counties and our own. Planning sessions and collaborative meetings were held to discuss possible options and timelines. Teacher interviews will commence this year school and the arts program is anticipated to launch at all elementary schools by September 2019.

\$808,414  
(LCFF/Supplemental)

\$ 84,414  
(LCFF/Supplemental)

# Analysis: GOAL 1

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services in Goal 1 work in concert to ensure that the highest quality instruction is provided within a safe and secure environment for the students in CNUSD. Increasing the quality and rigor of the core curriculum and instruction through implementing Common Core State Standards begins with hiring and maintaining the most highly quality certificated, classified and management staff. CNUSD holds a very successful Job Fair each year and participates in local recruitment fairs at the universities and statewide events such as CAFE.

Professional learning opportunities at all levels is critical to ensuring high quality instruction and to that end, research-based trainings were held throughout the year both at the district and site levels. The entire management team meets once a month to engage in deep systems learning. Additionally, principals and divisional leads meet twice a month to engage in collaborative learning geared around our district's priorities. Additional support was provided to new teachers and administrators through the Teacher and Administrative Induction Programs which provide two years of rich mentoring/coaching that is based on the individual needs of new teachers and administrators. Paramount to the program is the provision of 40-60 hours a year of coaching for each candidate by an experienced coach or administrator, as well as 20-30 hours of Professional Learning based on their individual, job-embedded needs. The Teachers on Special Assignment and Coaches were instrumental in both providing high quality professional learning and conducting follow-up coaching and co-teaching with teachers to ensure that trainings translated into powerful teaching.

The CNUSD Communications department has continued to share relevant and timely information to the community, media and public through a focused and collaborative effort. They supported teachers, schools, administrators and departments through crisis communication, media relations, public relations and event planning, supporting all six goals in the LCAP.

Maintaining and expanding the existing technology infrastructure throughout the district has continued. The classroom technology refresh cycle was executed, and school sites were supported by district technicians and district trained and paid Site Champions.

Instructional materials in mathematics underwent a rigorous review to ensure that they met the rigorous state standards and provided universal access and support for all students. A need arose to supplement elementary math curriculum to ensure that these students were engaging in rigorous tasks to prepare them for high levels of mathematics. Supplemental math materials were piloted to determine the next steps for purchase. Secondary math teachers engaged in a deep analysis of various publisher materials to select the highest quality curriculum to pilot. High School math teachers across the district piloted materials for 12 weeks and after extensive debriefs and discussions, and a new adoption was selected to be implemented in the 2019-20 school year.

## Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CNUSD continues to hire highly qualified staff in all areas with 2,272 teachers (100%) fully credentialed and in compliance with the state teacher assignment requirements as reported in the School Accountability report card. Year-over-year CNUSD has maintained 100% compliance with textbook and facilities as documented in the annual Williams Report.

Professional development in support of the districts three priorities of literacy, math and closing the gap was provided with an overarching emphasis on ensuring equity in teaching the whole child through our two-pillar model. Data showed increases in overall ELA (from 60% to 61%) and we maintained in mathematics. HS graduation rates continue to remain the highest in the county. Teacher satisfaction regarding professional learning opportunities at the district, site and symposium level were very positive as measured by satisfaction surveys administered after each training. Our district TSA's and Coaches are highly requested and provide professional learning or coaching support for a minimum of four days a week. They continue to support the district and site focus. Fourteen administrators and 15 teachers will clear their credentials as a result of the robust Induction program offered in CNUSD.

The systems work that our district and school sites have engaged in at both the district and site level have resulted in team cycles of inquiry and clearly articulated instructional focuses at every school site. Additionally, the creation of a districtwide instructional framework has begun with the collective input of all stakeholders. This work will continue into the next year and will be a driver for targeted professional learning that meets the needs and desires of our teachers.

The outstanding work that CNUSD has done to meet the needs of our students, staff and community has resulted in numerous recognitions, many of which are a direct result of the goals in LCAP. This year CNUSD was named, for a second year in a row, 2018 Top Workplace by Inland News Group. Additional recognitions that demonstrate the overall effectiveness of the actions within Goal 1 of the LCAP include: 2019 California Exemplary District by the California Department of Education; National Accolades from the National School Public Relations Association for exemplary public relations; 2018 Initiative of the Year HERO Award for the #CNUSDIsKind school safety & bullying prevention campaign awarded by the Anti-Bullying institute; and 2019 Best School Districts in America as recognized by Niche.

## Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All indicators show that Corona-Norco is making progress towards the outlined goals and therefore will continue to implement the planned actions/services in pursuit of continuous improvement. The actions/services were implemented largely as planned. Actual expenditures may have differed than originally budgeted as some actions and services were more costly than anticipated and others were less. Any unspent funds within a particular action or service were allocated to actions and services that were underfunded.

The following actions and services had material differences: Costs for 1.2.1 a, b, c came in much higher than expected with step and column increases, increases in benefits and with additional personnel included. 1.2.1d - Fewer NYU Interns (4) than expected were placed at our intermediate and high schools; 1.2.2c - costs were higher due to higher health and benefit costs; 1.2.3a - Additional costs were incurred due to the 9-12 math adoption training process; 1.2.3e - A TSA was promoted mid-year and the position was left unfilled; 1.2.4b - Site Champions submit hours for time worked and not all timecards have been received to date; 1.2.4c - additional supplies and devices were needed to implement the programs; 1.2.8 - Additional personnel support was provided to support the growing Hybrid School program; 1.2.9 - Two media-tech positions are currently flying for hire; 1.2.10 - After careful consideration and analysis, a comprehensive arts program plan was created and will be implemented in the 2019-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the district's analysis, the indicators show that the goal and the actions/services are effective and CNUUSD is making steady progress towards goals. Therefore, the goal and actions and services will be unchanged. The budgets will be updated to reflect the most recent information on projected revenues and expenditures, but such revisions will not materially alter our work. Overall, the district will remain on its path of continuous improvement.

CNUUSD has engaged in a deep analysis of the metrics that have been used over the course of the LCAP and changes were made based on that analysis. During this analysis, decisions were made to adjust expectations for growth in several metrics, eliminate the AP Participation in Classes metric and to add several metrics. Questions arose as we analyzed CNUUSD data for students in AP classes and identified that we did not meet our goals for this particular area over the last few years. As a result of our root cause analysis, it was determined that while the numbers of students enrolled in AP classes were not growing, the numbers of students in other classes presenting college level course work was rising. For example, in 2017-18 the numbers of students in Dual Enrollment were 78 and this program was held at one school in the district. In 2018-19, the number of students grew to almost 300 and the Dual Enrollment courses were offered at 3 more high schools. The consensus of the team studying this was that our focus for student enrollment in college level courses needed to expand to include all programs/initiatives such as AP, Dual Enrollment, College Level IB and students at our Middle College High School who are attending college classes at Norco College. By doing so, we can more accurately measure students enrolled in rigorous college level work in CNUUSD. As such, CNUUSD has identified that Students Enrolled in AP/IB or College Level Courses as more relevant and will measure what is important to district focus and growth. Additional metrics are being added for 2019/20 which are College Course Success Rate and the College and Career Indicator (Prepared) Growth Rate.

# 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: 1,2,4,7,8

Local Priorities: *CNUSD Strategic Plan Goals 2*

## Annual Measurable Outcomes

### Expected

#### Student Achievement

#### CAASPP Data June 2017

#### Percent of students who met or exceeded standards

	English Language Arts	Math
Overall	59.72%	45.49%
Hispanic	50.72%	34.77%
English Learners	14.91%	14.98%
Low Income	46.15%	31.94%
Foster Youth	31.4%	23.30%
African American	55.28%	34.86%
Special Education	16.20%	12.18%

#### Improvement Goal to increase achievement

Expected Growth	ELA EAMO	MATH EAMO
Overall – 3% increase	63%	49%
Hispanic – 5% increase	56%	40%
English Learners – 5% increase	20%	20%
Low Income – 5% increase	52%	37%
Foster Youth – 5% increase	37%	29%
African American – 5% increase	61%	40%
Special Education – 5% increase	22%	18%

#### A-G Completion

#### Growth Data:

	13/14	14/15	15/16	16/17
Overall	49.1%	50.6%	50.2%	52.25%

### Actual

#### Student Achievement

#### CAASPP Data June 2018

#### Percent of students who met or exceeded standards

	English Language Arts	EAMO	Math	EAMO
Overall	61.39%	Not Met	45.69%	Not Met
Hispanic	53.10%	Not Met	35.09%	Not Met
English Learners	18.41%	Not Met	15.66%	Not Met
Low Income	48.96%	Not Met	32.52%	Not Met
Foster Youth	31.9%	Not Met	20.3%	Not Met
African American	54.56%	Not Met	34.57%	Not Met
Special Education	18.92%	Not Met	12.34%	Not Met

#### A-G Completion

	17/18	EAMO
Overall	57.16%	Met
Hispanic	48.07%	Met

### Expected

Hispanic	38.8%	41.0%	40.8%	44.02%
RFEP	N/A	N/A	N/A	51.55%
English Learner	5.4%	2.8%	3.3%	3.86%
Low Income	39.8%	41.9%	39.3%	41.52%
Foster Youth	N/A	N/A	N/A	16.67%
African American	51.2%	50.9%	50.5%	51.14%

#### Improvement Goal to increase achievement

Expected Growth	ELA EMAO
Overall – 2% increase	54.2%
Hispanic – 3% increase	46.8%
RFEP	N/A
English Learners – 3% increase	9.3%
Low Income – 3% increase	45.3%
Foster Youth – 3% increase	N/A
African American – 3% increase	56.5%

#### AP Participation in classes Growth Data

	13/14	14/15	15/16	16/17
Overall	4,089	4,114	5,440	4606/ 25.81%
Hispanic	1,615	1,583	2,322	1934 / 20.94%
RFEP	1,013	1,056	1,377	1116 / 27.41%
Low Income	1,500	1,463	1,928	1499 / 19.27%
Foster Youth	N/A	N/A	N/A	8 / 5.06%
African American	288	275	292	300 / 22.37%

#### Improvement Goal to increase achievement

Expected Growth	AP participation in class EAMO
Overall – 2% increase	27.81%
Hispanic – 3% increase	23.94%
RFEP – 3% increase	30.41%
Low Income – 3% increase	22.27%

### Actual

RFEP	55.71%	Met
English Learner	5.6%	Not Met
Low Income	46.11%	Met
Foster Youth	13.64%	Met
African American	57.51%	Met

#### AP Participation

	17/18	EAMO
Overall	27.41%	Not Met
Hispanic	22.12%	Not Met
RFEP	30.11%	Not Met
Low Income	21.45%	Not Met
Foster Youth	5.96%	Not Met
African American	24.8%	Not Met

**Expected**

Foster Youth – 3% increase	8.06%
African American – 3% increase	25.37%

**Participation in AP tests**

	13/14	14/15	15/16	16/17
Overall	2,947	3,036	3,781	3643 / 79.09%
Hispanic	1,081	1,104	1,472	1460 / 75.49%
RFEP	760	762	967	899 / 80.56%
Low Income	1,069	1,006	1,265	1179 / 78.65%
Foster Youth	N/A	N/A	9	6 / 75.00%
African American	168	196	239	207 / 69.00%

**Improvement Goal to increase achievement**

Expected Growth	AP test participation EAMO
Overall – 1% increase	80.09%
Hispanic – 2% increase	77.49%
RFEP – 2% increase	82.56%
Low Income – 2% increase	80.65%
Foster Youth – 2% increase	77.00%
African American – 2% increase	71.00%

**AP Pass Rate (3 or higher)**

	13/14	14/15	15/16	16/17
Overall	55.1%	55.1%	53.4%	54.68%

**Improvement Goal to increase achievement**

Expected Growth	AP Pass EAMO
Overall – Meet or exceed county levels of achievement	53.6%

**EL Reclassification Rate – Growth Data**

14/15 – 12.9%
15/16 – 13.5%
16/17 - 11.0%
17/18 – 8.8%

**Improvement Goal to increase achievement**

**Actual**

**Participation in AP tests**

	17/18	EAMO
Overall	77.25%	Not Met
Hispanic	71.47%	Not Met
RFEP	77.36%	Not Met
Low Income	75.32%	Not Met
Foster Youth	77.78%	Met
African American	71.17%	Met

**AP pass rate**

	17/18	EAMO
Overall	58.28%	Met

**EL Reclassification Rate –**

18/19	EAMO
6.4%	Not Met

**Expected**

<b>Expected Growth</b>	<b>EL Reclassification EAMO</b>
Meet or exceed county levels of achievement	12%

**EL Progress toward English Proficiency – Growth Data**

15/16	16/17
63.1%	77.8%

**Improvement Goal to increase achievement**

<b>Expected Growth</b>	<b>EL Progress EAMO</b>
Meet or exceed county levels of achievement	77.7% (ELPAC)

**Results from June 2017 testing:**  
**ELA - 59.72% of students met or exceeded readiness for CSU coursework**  
**Math - 45.49% of student met or exceeded readiness for CSU coursework**

**Improvement Goal to increase achievement**

<b>Expected Growth</b>	<b>ELA EAMO</b>	<b>MATH EAMO</b>
Based on Benchmark (maintain or increase achievement)	73%	38%

**Basic Services Growth Data**  
**100% for each area below**  
**Appropriate Teacher Assignment – maintain or increase current levels**  
**Sufficient instructional materials – maintain or increase current levels**  
**Facilities in good repair – maintain or increase current levels**

**Implementation of Content and Performance Standards Growth Data**  
**CCSS**  
 100% implementation of standards  
**ELA/ELD**  
 ELA/ELD materials were adopted on 3/7/17 and will be implemented on 2017/18  
**NGSS**  
 Transitioning into standards and providing professional development

**Actual**

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**EL Progress toward English Proficiency –**

<b>17/18</b>	<b>EAMO</b>
75.53%	Not Met

In 2017-2018, the assessment used changed from the CELDT to the ELPAC. These results are from ELPAC.

**EAP –**

	<b>Results from June 2018 testing:</b>	<b>EAMO</b>
ELA	61.39% of students met or exceeded readiness for CSU coursework	Not Met
Math	45.69 % of student met or exceeded readiness for CSU coursework	Not Met

**Basic Services**

<b>100% for each area below:</b>	<b>EAMO</b>
<i>Appropriate Teacher Assignment – maintain or increase current levels</i>	<i>Met</i>
<i>Sufficient instructional materials – maintain or increase current levels</i>	<i>Met</i>
<i>Facilities in good repair – maintain or increase current levels</i>	<i>Met</i>

**Implementation of Content and Performance Standards**  
**CCSS**  
 100% implementation of standards  
**ELA/ELD**  
 ELA/ELD materials were implemented in 17/18 and continue to be supported by Professional Learning  
**NGSS**  
 Transitioning into standards and providing professional development

**Expected**

**Actual**

**Improvement Goal to increase achievement**  
Maintain or Increase levels of implementation

*CNUSD met the goals.*

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p><b>Goal 2. 2. 1 (a-d)</b> Supplemental Support will be provided to support Unduplicated Students towards college readiness:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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 (existing in 16/17 LCAP).</li> <li>c) Expand the Puente program to support English Learner students and Hispanic students.</li> <li>d) Support Dual Enrollment with Norco College.</li> </ul>	<p>Supplemental assistance has been provided to support Unduplicated Students towards college readiness:</p> <ul style="list-style-type: none"> <li>a) 5,049 PSAT assessments were administered to a combination of 10th and 11th grade students in fall 2018. When looking at specific subgroups, 2,735 PSATs were administered to Hispanic students and 259 were administered to African American students. 4,288 PSATs were administered to a combination of 8th and 9th grade students; 2,416 to Hispanic students and 223 to African American students</li> <li>b) Using the Equal Opportunity Schools platform, CNUSD continued to increase the numbers of students in Advanced Placement classes and support students through targeted interventions at all comprehensive high schools. The pass rate of students' remains constant and the GPA of AP classes remains stable.</li> <li>c) The Puente program is designed to help underrepresented students graduate from high school, become college eligible and apply to college with the support of a PUENTE-Trained team. The Puente program continues to be expanded and supports students of Hispanic descent in their academic achievement in CNUSD at Roosevelt, Corona and Centennial High School. Currently, 188 students, grades 9-12 at Roosevelt are participating in the Puente Program. Corona reports 134 students participating in Puente. At</li> </ul>	<ul style="list-style-type: none"> <li>a) \$110,000 (LCFF/Supplemental)</li> <li>b) \$600,000 (LCFF/Supplemental)</li> <li>c) \$20,000 (LCFF/Supplemental)</li> <li>d) \$40,000 (LCFF/Supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$110,000 (LCFF/Supplemental)</li> <li>b) \$600,000 (LCFF/Supplemental)</li> <li>c) \$14,408 (LCFF/Supplemental)</li> <li>d) \$10,000 (LCFF/Supplemental)</li> </ul>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Centennial, 163 students participate in grades 9-12. The program has three different components in which different levels of support are offered- writing, counseling and community leadership and are focused on providing support towards college preparedness.</p> <p>d) Dual enrollment, in partnership with Norco College, continues with enrollment increasing each semester and schools being added. In 2018-19, Dual Enrollment was offered at Roosevelt, Centennial, Norco, Corona and CNUSD Hybrid School. Santiago will join in 2019-20. 26 classes are being offered. Enrollment has increased with a total of 738 students enrolled in fall 2018 and spring 2019.</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 2 (a-b)</b> Provide additional support to foster youth TK-12:</p> <p>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 together five times a year to receive safety information, gain information and access to tutoring, and visit colleges.</p> <p>b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.</p>	<p>Additional support has been provided to foster youth TK-12:</p> <p>a) 55 Junior and Senior Foster students have met with staff five times this year. These meetings provided assistance to the foster youth through safety information, academic support and information regarding future attendance at colleges. Regarding support for elementary and intermediate, 35 elementary and 28 intermediate students attended support events at the respective schools.</p> <p>b) Additional academic support for Foster Youth students at elementary and</p>	<p>a) \$10,000 (McKinney Vento) b) \$10,000 (Title I)</p>	<p>a) \$10,000 (McKinney Vento) b) \$10,000 (Title I)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	intermediate schools has been provided through after school tutoring.		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 3</b> Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI and Foster Youth.</p>	<p>Additional funding has been allocated to school sites to address the specific needs of At-Risk Students, English Learners, Low Income and Foster Youth. Examples of additional services that are provided using this funding include staff to support focused interventions, supplemental devices, additional training, supplemental materials and supplies to support student achievement and substitutes to support additional planning time for teachers.</p>	<p>\$2,400,379 (LCFF/Supplemental)</p>	<p>\$2,509,161 (LCFF/Supplemental)</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 4(a-c)</b> Additional staffing and support will be provided to sites to provide supplemental support for English Learners, Socio-Emotional, Economically Disadvantage and Foster Youth:</p> <p>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes.</p> <p>b) Additional teachers will be assigned to highly impacted schools to provide support</p>	<p>Additional staffing and support has been furnished to sites to provide supplemental support for English Learners, Low Income students and Foster Youth:</p> <p>a) Provided additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes with 8 additional teachers. These have</p>	<p>a) \$1,264,117 (LCFF/Supplemental)</p> <p>b) \$4,990,993 (LCFF/Supplemental)</p> <p>c) \$1,647,975 (LCFF/Supplemental)</p>	<p>a) 1,264,117 (LCFF/Supplemental)</p> <p>b) \$4,990,993 (LCFF/Supplemental)</p> <p>c) \$1,647,975 (LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>for intervention at intermediate schools at impacted elementary schools.</p> <p>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of 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, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	<p>been assigned to schools with the highest unduplicated student numbers.</p> <p>b) 34 additional teachers have been assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. These have been assigned to schools with the highest unduplicated student numbers.</p> <p>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. 13 additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>		

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 5 (a-b)</b> Unduplicated Students will be provided additional support to graduate high school.</p> <p>a) Provide additional opportunities for students to graduate high school through Credit Recovery.</p> <p>b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment.</p>	<p>Unduplicated Students have been provided additional support to graduate high school.</p> <p>a) Additional opportunities for students to graduate high school through Credit Recovery. 188 students completed courses through this process in fall 2018. Of these students, 60 English Learners completed 120 credits towards graduation while when considering all students, 452 credits were earned.</p> <p>b) Additional opportunities were provided for students to graduate high school through</p>	<p>a) \$205,711 (LCFF/Supplemental)</p> <p>b) \$147,000 (LCFF/Supplemental)</p>	<p>a) \$120,000 (LCFF/Supplemental)</p> <p>b) \$147,000 (LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Adult Education programs with Dual Enrollment		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Goal 2. 2. 6</b> 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.	Additional support was provided to Riverview and Sierra Vista Elementary.	\$40,000 (LCFF Supplemental)	\$0 (LCFF Supplemental)

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Goal 2. 2. 7</b> Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students	Four additional teachers provide instruction in the Dual Immersion Program. This program is designed to support English Learners toward proficiency in both English and Spanish.	\$428,992 (LCFF Supplemental)	\$428,992 (LCFF Supplemental)

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Goal 2. 2. 8 (a-d)</b> Intervention materials and supports will be provided in ELA and Math:  a) Materials, such as iReady, will be provided to elementary schools that include diagnostic online, adaptive	Intervention materials and supports have been provided in ELA and Math:  a) iReady has been implemented in all elementary schools. Over 31,000 students K-8 have been assessed using Diagnostic 1 (D1) and almost 36,000 have been assessed using Diagnostic 2 (D2). English	a) \$876,820 (LCFF Supplemental) b) \$270,000 (LCFF Supplemental) c) \$280,000 (LCFF Supplemental)	a) \$856,820 (LCFF Supplemental) b) \$70,000 (LCFF Supplemental) c) \$280,000 (LCFF Supplemental)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>b) Math materials will be purchased to support intervention at Intermediate schools</p> <p>c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade.</p> <p>d) Supplemental Materials will be provided to support the academic achievement of Unduplicated Students.</p>	<p>Learners are one of the focus groups using this program and 5,229 were assessed using D1 and D2. 4,492 students on IEPs were assessed during these time periods. 63% of students reported Typical Growth towards meeting grade level target as defined by iReady between D1 and D2. 73% of English Learners students have reported Typical Growth towards meeting grade level target as defined by iReady between D1 and D2.</p> <p>b) Math materials have been purchased for intervention at the Intermediate schools. These materials include the purchase of a Dreambox license for the Intermediate Schools. Students using this program number 376 and have reported a 74% growth in their skills as measured by the assessments in Dreambox.</p> <p>c) Materials and Professional Learning opportunities have been provided for k-3 teachers. 511 supplemental running record kits were purchased for primary teachers. Professional Development was provided to 442 K-2 teachers in the usage of these materials. Professional Learning was provided in the area of Guided Reading for these teachers. Subs were provided to support the process of administering Running Records in these classrooms.</p> <p>d) A district iStation license has been purchased and implemented to provide interventions principally directed toward English Learners, Low Income students and Foster Youth. 713 students were assessed using this program in August 2018 and 956 students were assessed in April 2019. 904 students reported an average gain of 8 percentile points according to iStation measurements</p>	<p>d) \$479,359 (LCFF/Supplemental)</p>	<p>d) \$30,000 (LCFF/Supplemental)</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 9</b> Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers.</p>	<p>Support for A-G audits was provided to continually increase the numbers of students that are A-G completers.</p>	<p>\$10,000 (LCFF Supplemental)</p>	<p>\$0 (LCFF Supplemental)</p>

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 10</b> Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners</p>	<p>The LTEL committee has been convened on a monthly basis to analyze, discuss barriers to academic achievement for LTELs in CNUSD.</p>	<p>\$10,000 (LCFF Supplemental)</p>	<p>\$5,000 (LCFF Supplemental)</p>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 11 (a-b)</b> AVID and personnel supports will be provided TK-12:</p> <p>a) Additional personnel will support the improvement of the academic programs focused on at risk populations.</p> <p>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</p>	<p>AVID and personnel supports will be provided TK-12:</p> <p>a) Additional personnel have been provided to support the improvement of the academic programs focused on at risk populations.</p> <p>b) The AVID program continues to thrive and to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. All comprehensive high schools (5), alternative high schools (1), intermediate schools and academies (10) and elementary schools (11) employ the</p>	<p>a) \$220,311 (LCFF/Supplemental)</p> <p>b) \$2,136,243 (LCFF/Supplemental)</p>	<p>a) \$120,311 LCFF/Supplemental)</p> <p>b) \$1,487,234 LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students in AVID, particularly RFEP students.	AVID program. AVID continues to support academic achievement which can be readily seen in the SBAC data. Students in AVID achieve, on the average, 8-10 percentage points higher when compared with non-AVID students. 100% of AVID students graduated on time with an average 3.4 GPA and 98% completed A-G requirements.		

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 2. 2. 12 (a-f)</b> Additional supports will be provided to address the specific needs of At-Risk populations:</p> <ul style="list-style-type: none"> <li>a) Additional Intervention Support for Corona Ranch Elementary School</li> <li>b) Provide additional translators to support parent involvement in the educational process</li> <li>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.</li> <li>d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.</li> <li>e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.</li> </ul>	<p>Additional supports will be provided to address the specific needs of At-Risk populations:</p> <ul style="list-style-type: none"> <li>a) An intervention specialist has been employed to provide additional services for At-Risk students at Corona Ranch students.</li> <li>b) Additional translators are in the hiring process.</li> <li>c) Support Personnel for English Learner students, Low Income, and Foster Youth students. Support Personnel have continued to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students.</li> <li>d) SWD students have been provided with additional supports by way of Program Specialists and other support personnel.</li> <li>e) Instructional Assistants have been provided for SWD students, where needed, to support the instructional process</li> <li>f) Instructional Assistants have been provided for students needing additional</li> </ul>	<ul style="list-style-type: none"> <li>a) \$68,648(LCFF/Supplemental) \$68,648 (Title III)</li> <li>b) \$106,336 (LCFF/Supplemental)</li> <li>c) \$758,321 (LCFF/Supplemental)</li> <li>d) \$1,382,221 (LCFF)</li> <li>e) \$23,949,929 (LCFF)</li> <li>f) \$1,712,342 (LCFF/Supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$68,648 (LCFF/Supplemental) \$68,648 (Title III)</li> <li>b) \$106,336 (LCFF/Supplemental)</li> <li>c) \$758,321 (LCFF/Supplemental)</li> <li>d) \$1,462,914 (LCFF)</li> <li>e) \$25,178,482 (LCFF)</li> <li>f) \$1,513,240 (LCFF/Supplemental)</li> </ul>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
f) Continue to provide Instructional Assistants for students needing additional support including primary language support	support including primary language support.		

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Goal 2. 2. 13</b> Additional Support for At Risk students	Support for At Risk students was provided in other actions/ services.	\$0 (LCFF/Supplemental)	\$0 (LCFF/Supplemental)

## Analysis: GOAL 2

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CNUSD has continued its focus on equity and closing the achievement gap implementing the actions as articulated in Goal 2. Within this goal, activities included providing PSAT assessment to all 8<sup>th</sup> grade and 10<sup>th</sup> grade students in our district, providing support for At-Risk students in AP classes, programs such as Puente and AVID, reduced class sizes at schools with high Unduplicated Student counts, as well as focus on supports for the English Learners throughout the district. Additional opportunities have been provided to students to graduate high school through Credit Recovery programs and dual enrollment at the CNUSD Adult School. All schools in the district received additional funding to support specific site-based efforts to provide interventions and support to At-Risk students. The overall implementation of the actions in goal 2 went as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CNUSD's efforts on Closing the Achievement Gap include several different approaches through different activities and actions, TK-12. Over 4,000 8<sup>th</sup> grade students and over 5,000 10<sup>th</sup> grade students participated in the PSAT assessments. By assessing all 8<sup>th</sup> and 10<sup>th</sup> grade students, this raises the understanding of all students how to be College and Career ready. The 8<sup>th</sup> grade student scores provide a baseline from which we can measure growth in the future. Scores for the 10<sup>th</sup> grade students have remained constant, even with the large increase in the numbers of students taking the PSAT.

In 18/19, the number of students in AP classes has decreased while GPAs in these classes remains constant. AP test pass rates climbed from 54.68% to 58.28%. Using Equal Opportunity Schools to identify Unduplicated Students who have potential for success provides information to the administration, counselors and teachers about students who may not have been considered for Advanced Placement Courses. In addition, intervention support is provided to those students who need support to have success in AP classes. CNUSD has added additional opportunities to enroll in college level courses through the partnership with Norco College, Dual Enrollment. Although numbers of student in AP classes have decreased, numbers of students have increased in Dual Enrollment from 30 students in 2017-18 to 738 in 2018-19.

The AVID program has been a support for potentially At-Risk students to be College Ready and has focused on students who may need extra help getting to college. In 2018, 99% of the students in AVID applied to 4-year universities and 98% of these students have completed A-G requirements.

CNUSD is very proud of the district graduation rate and the support that is given to students who may be in danger of dropping out. The district graduation rate is 93.8% when compared with California's graduation rate of 83.5%.

CAASPP data demonstrates the continued focus on academics and equity for the students in the district. When considering ELA, in 2018, students in CNUSD maintained or increased the levels of achievement as measured through the CAASPP testing and reported Overall students, 20.9 points above level 3 (Meets or Exceeds Standards). English Learners, Foster Youth and Socioeconomically Disadvantaged students maintained their progress as well in 2018. Socioeconomically Disadvantaged Students scored 7.2 points below level 3, English Learners scored 26.3 points below level 3 and Foster Youth scored 43.8 points below level 3 (Meets or Exceeds Standards). When considering Math, in 2018, students in CNUSD maintained or increased the levels of achievement as measured through the CAASPP testing and reported overall students, 17.7 points below level 3 (Meets or Exceeds Standards). English Learners, Foster Youth and Socioeconomically Disadvantaged students maintained their progress as well in 2017. Socioeconomically Disadvantaged Students scored 48 points below level 3, English Learners scored 56.5 points below level 3 and Foster Youth scored 81.9 points below level 3 (Meets or Exceeds Standards). CNUSD continues to improve academic achievement as measured by CAASPP and the actions and services included in Goal 2 support this growth.

Indicators show that existing actions/services are effective and CNUSD is making progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

### Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the actions and services were implemented largely as planned there were no material differences between budgeted expenditures and estimated actuals expenditures. One exception is within goal 2.2.3 where CNUSD schools access their carry-over to support robust school programs. This accounts for the addition \$1,563,172 that was expended on supplemental services focused on English Learners, foster Youth and Socioeconomically disadvantaged students. In goal 2.2.5a, relating to Credit Recovery, other means of recovering credits have been leveraged and so this action was underspent. Another example is goal 2.2.6 where additional support was budgeted to support after school programs at 2 elementary schools. The needs for this program were met with the school funding so accessing this funding was not needed. In goal 2.2.8a, b and d, intervention materials cost less than anticipated. Another exception was in goal 2.2.9 where funds were set aside to support a-g Audits. As Ed. Services and IT worked together to design a tool for counselors that supports tracking student progress in the area of a-g at the school site, this funding was not needed for this purpose. Referencing goal 2.2.11 a and b, AVID costs came in lower than expected. Within the development process of the CNUSD LCAP, budgets were allocated based on information available at the time. Actual expenditures may have differed than originally budgeted. Some actions and services were more costly than anticipated and other were less. Excess funds were allocated to actions and services that were underfunded.

### Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement. To support continued progress, additional teachers will be added to elementary schools with high At-Risk Student numbers that will reduce class sizes in primary grades in Action 2.3.4b. In goal 2.3.13, looking at the needs for 2019-20, adjustments have been made to increase the budget.

CNUSD has engaged in a deep analysis of the metrics that have been used over the course of the LCAP and changes were made based on that analysis. Changes have been made to the Student Achievement Expected Annual Measurable Objectives in the Student Achievement metric, the A-G Completion metric, and the AP Participation in Tests metric. Decisions were made to eliminate the AP Participation in Classes metric and to add several metrics. Questions arose as we analyzed CNUSD data for students in AP classes and identified that we did not meet our goals for this particular area over the last few years. As a result of our root cause analysis, it was determined that while the numbers of students enrolled in AP classes were not growing, the numbers of students in other classes where college level course work was rising. For example, in 2017 the numbers of students in Dual Enrollment were 78 and this program was held at one school in the district. In 2018, the number of students grew to almost 300 and the Dual Enrollment courses were offered at 3 more high schools. The consensus of the team studying this was that our focus for student enrollment in college level courses needed to expand to include all programs/initiatives such as AP, Dual Enrollment, Concurrent Enrollment, students at our Middle College High school who are attending college classes at Norco College and students enrolled in college level IB courses. By doing so, we can more accurately measure students enrolled in rigorous college level work in CNUSD. As such, CNUSD has identified that Students Enrolled in AP/IB or College Level Courses as more relevant and will measure what is important to district focus and growth. Additional metrics are being added for 2019/20 and these are College Course Success Rate and the College and Career Indicator (Prepared) Growth Rate.

# Goal 3

Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measurable Outcomes

### Expected

Baseline data for district-wide pathway completer measures was available September 2015. District teams analyzed the data to gauge student achievement and set goals for improvement to increase Industry Sectors, Pathways and numbers of CTE courses. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 18/19.

Growth Data:

<i>CNUSD</i>	14/15	15/16	16/17	17/18
<i># of Industry Sectors</i>	7	12	14	14
<i># of Pathways</i>	14	20	24	33
<i># of Courses</i>	211	224	267	312
<i>% of Students Enrolled in CTE Completing Capstone Courses</i>	100%	100%	100%	100%

### Improvement Goal to increase achievement

Expected Growth	CTE Pathways EAMO
Maintain or increase the numbers of Pathways	<ul style="list-style-type: none"> <li>Industry Sectors – 14</li> <li>Pathways - 33</li> <li>Number of Courses – 312</li> <li>100% of Students enrolled in CTE Completing Capstone Courses</li> </ul>

### Actual

CNUSD met our goal as the number of industry sectors was maintained, the number of pathways offered increased 9.1%, and the number of courses students enrolled in increased by 8.7%.

<i>CNUSD</i>	18/19	EAMO
<i># of Industry Sectors</i>	14	Met
<i># of Pathways</i>	36	Met
<i># of Courses</i>	339	Met
<i>% of Students Enrolled in CTE Completing Capstone Courses</i>	100%	Met

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 3. 2. 1</b>            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</p>	<p>CNUSD CTE metrics align to Perkins, and the College Career Index. CNUSD IT wrote code to best aggregate and disaggregate data out to sites for analysis. CNUSD CTE conducted its first Qualtrics graduate follow up survey in May 2019. CNUSD will continue to align data collected based on future metrics added to the College Career Index.</p>	<p>\$15,000 (LCFF/Supplemental)</p>	<p>\$10,000 (LCFF/Supplemental)</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 3. 2. 2</b>            Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in <u>capstone</u> appropriate sequenced courses. Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.</p>	<p>Secondary counselors have been provided with materials, training and support to assist with proper placement of students in CTE pathways, including an industry sector/pathway/CNUSD course spread sheet. CaliforniaColleges.edu is being used at all secondary schools; however, not all ninth-grade students are placed into a first-year participant course career pathway. CaliforniaColleges.edu is not being utilized to its full capacity as counselors and teachers need additional support in its use. Future trainings will be planned.</p>	<p>\$75,000 (LCFF/Supplemental)</p>	<p>\$54,523 (LCFF/Supplemental)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 3. 2. 3</b> Provide professional development for CTE teachers in the following areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Industry</li> <li>• PBL and WBL</li> <li>• Externships</li> <li>• School site visits</li> </ul> <p>Other areas identified throughout the year based on review of district and site data.</p>	<p>CTE teachers, counselors and administrators have participated in both content and literacy based professional development including: Educating for Careers, AutoDesk, MasterCam, Solidworks, Makerbot University, PLTW Engineering State Conference, Unite, CUE, Adobe Max, Game Developers Conference, Austin Film Festival, California STEAM Symposium, Café Conference, Construct 3D, Far West Athletic Trainers Association, NATA Clinical Symposium, NCCER Instructor Certification, Western National Business Educators Association Conference, California Agriculture Teachers Association State Conference, California Industrial Technology Educators Association State Conference, and CTSO State, and National Activities and Events. Holding these meetings is paramount to keeping abreast of current trends.</p>	<p>\$115,000 (CTE FUNDING) \$50,000 (LCFF/Supplemental)</p>	<p>\$115,000 (CTE Funding) \$0 (LCFF/Supplemental)</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 3. 2. 4</b> Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses.</p>	<p>Meetings have been held with secondary site principals. Data is collected and disaggregated for use by all levels of the educational pipeline.</p>	<p>\$5,000 (LCFF/Supplemental)</p>	<p>\$0 (LCFF/Supplemental)</p>

## **Analysis: GOAL 3**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continued to implement the actions/services based on the needs of the schools and our students. The District maintained its support for intermediate and middle schools, academies, and high schools. With funding provided from the LCAP and the California Career Technical Education Incentive Grant (CTEIG), the District's Curriculum and Instruction Department continued to support students through the refinement of career pathways and its associated capstone courses.

**CNUSD CTE metrics** have been aligned to Perkins, and the College Career Index. CNUSD IT department wrote code to best aggregate and disaggregate data out to sites. CNUSD CTE conducted its first Qualtrics graduate follow up survey in May 2019. The CTE Director and the Assessment Director attended an in-depth training on how to write and improve the graduate follow up survey to assist them will continuous improvement of the program.

**Secondary (7-12) counselors** have been provided with and trained on a detailed matrix of CTE industry sectors (14), pathways (33) and courses (312).

**Professional development** was provided to 50 teachers to enhance their industry knowledge and skills in areas such as AutoDesk, MasterCam, Solidworks, Makerbot, Unite, Adobe Max, and Basic Life Support (BLS). The teacher training resulted in the following number of students receiving industry certifications: 12 - Autodesk Certified User; 1 - Advanced Autodesk Certified Professional; 206 - American Red Cross Basic Life Support; 8 - Benz School of Floral Design Principles of Floral Design Certification; 8 - Elanco Veterinary Medical Applications Certification; 1 - Southwest Airlines Professional Communications Certification; and 70 - Snap-on Service Information Levels 1 and 2, Solus Edge Scanner, and Engine Diagnostics.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals listed were effective based upon the data presented. Areas that require continued focus include CNUSD CTE metric alignment with the CCI, and counselor training (business and industry interaction).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.2.1 is less than budgeted as the survey company did not increase their costs. Goal 3.2.2 was significantly less as the district received a carry-over credit from SY 2017-18. Estimated expenses for Goal 3.2.3 were not utilized as CTE grant funds covered the costs of professional development. Funding from other sources was used to support 3.2.4.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and CNUSD is making adequate progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous

improvement. With the award of additional CTE grants, funding has been shifted in order to maximize the grants and to employ the LCAP Supplemental funding more effectively. For example, goal 3.3.3, \$135,000 has been added to this action from the CTE grant funding while reducing amount of funding by \$40,000 from LCAP supplemental. Analysis of the metrics throughout the CNUSD LCAP have been completed and the decision was made to replace the metric for Goal 3. That is, to measure the numbers of students who are completing a 2-year CTE pathway to be more consistent with the College and Career Indicator. This will be added for the 2019-2020 cycle.

# Goal 4

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

State Priorities: 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 4*

## Annual Measureable Outcomes

### Expected

#### Growth Data

Subgroup	14/15 number of students in CTE classes	15/16 number of students in CTE classes	16/17 number of students in CTE classes	17/18 number of students in CTE classes
Overall	6,953	7,842	7,913	6,393
Hispanic	3,661	3,952	4,051	3,404
African American	443	572	517	425
Low Income	3,441	3,756	3,709	2,756
Foster Youth	98	96	86	51
SWD	1,123	1,290	1,301	1,057
EL	492	589	635	618
RFEP	1,601	1,687	1,595	1,498
Male	4,143	4,785	4,784	4,210
Female	2,810	3,057	3,129	2,183

### Actual

Subgroup	18/19 number of students in CTE classes	EAMO
Overall	6,643	Met
Hispanic	3,492	Met
African American	400	Not Met
Low Income	2,271	Not Met
Foster Youth	24	Not Met
SWD	1,028	Not met
EL	540	Not met
RFEP	1,462	Not met
Male	4,339	Met
Female	2,304	Met

**Expected**

**Actual**

**Improvement Goal to increase achievement**

<b>CTE Participants EAMO</b>	
Increase number of participants 2% in all areas	
Overall	6,521
Hispanic	3,472
African American	434
Low Income	2,811
Foster Youth	52
SWD	1,078
EL	630
RFEP	1,528
Male	4,294
Female	2,227

\*The number of participants were incorrectly entered in the 2017-2020 LCAP

*CNUSD CTE staff has been working in CALPADS to align courses with the industry sectors and pathways while ensuring highly qualified CTE teachers are leading these classes. This process has created some fluctuation in our CTE data over the past two years.*

**Action 1**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Goal 4. 2. 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. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways.

Corona High School PLTW Biomedical program had its first four-year pathway graduates this year. PLTW Aerospace Engineering and Computer Science also completed year one in their pathways. Work in most CTE pathways focused on refining programs and making industry contacts. In 2018-19, courses in cybersecurity were approved and will be offered at Santiago High School starting Fall 2019. The aviation pathway is now complete with three courses.

\$100,000  
(CTE Funding)  
  
\$135,000  
(LCFF/Supplemental)

\$100,000  
(CTE Funding)  
  
\$139,719  
(LCFF/Supplemental)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 4. 2. 2</b> Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences.</p>	<p>Auburndale IS's PLTW Gateway program continued to refine and enhance their instruction adding a course in Flight and Aviation. Raney IS continued to grow its Computer Science and Robotics program. Auburndale IS, Ramirez IS and River Heights IS Health Sciences and Medical Technology students have been on field trips and have purchased equipment and supplies. Most intermediate school CTE work focused on refining programs and articulating with their respective high school programs.</p>	<p>\$15,000 (CTE Funding)</p> <p>\$55,000 (LCFF/Supplemental)</p> <p>\$32,700 (LCFF/Supplemental)</p>	<p>\$15,000 (CTE Funding)</p> <p>\$61,868 (LCFF/Supplemental)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 4. 2. 3</b> Pathway Support (equipment, supplies, training).</p>	<p>All district secondary CTE programs have received equipment, supplies and training.</p>	<p>\$1,500,000 (CTE Funding)</p> <p>\$0 (LCFF/Supplemental)</p>	<p>\$1,500,000 (CTE Funding)</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 4. 2. 4</b> Meet with the following committees a minimum of two times per year:</p> <ul style="list-style-type: none"> <li>Six industry sector advisory committees</li> <li>Two STEM/CTE academy advisory committees</li> </ul>	<p>Industry sector advisory committees have met for agriculture, aviation, and culinary arts. The Corona STEM Academy, and eSTEM each have an advisory committee. The annual districtwide advisory committee met twice this year at the conclusion of a YEMP. It was attended by our business/industry partners and CTE teachers. A general information</p>	<p>\$132,000 (CTE Funding)</p>	<p>\$132,000 (CTE Funding)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>One districtwide industry advisory committee with representatives from each committee listed above</li> <li>Actively participate in Norco College and RCOE business and industry advisory committees</li> <li>Retain the consulting services of a community business liaison</li> <li>Hire a Medical Pathway Consultant</li> </ul>	<p>session was held and then industry sector subcommittees were conducted. To bridge the gap between education and the workforce, CNUUSD continued to contract with Linnie Bailey, community business liaison and Reach Out.</p>		

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 4. 2. 5</b></p> <ul style="list-style-type: none"> <li>Staff to monitor and oversee CTE Programs.</li> <li>Additional teachers will be hired to support the implementation of CTE classes and pathways.</li> <li>Increase Articulation Agreements with colleges and universities.</li> <li>Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses.</li> </ul>	<p>LCAP funding supported the following staff positions: one Director of Career Technical Education; 10.33 RCOE FTEs; 1.0 STEM FTE at Raney IS; 1.0 Agriculture Chemistry FTE at Norco HS; and 1 sold prep at Auburndale IS.</p> <p>CNUUSD articulated 24 of its courses with the Riverside Community College District (RCCD). High schools resubmit courses for college professor review every three years. Additional articulation agreements exist with Mt. San Antonio College, Cerritos College and Palomar College. CNUUSD Aviation staff met with Chaffey College to establish a partnership.</p>	<p>\$1,329,603 (LCAP/Supplemental)</p> <p>\$151,448 (LCFF/Supplemental)</p>	<p>\$1,642,267 (LCAP/Supplemental)</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 4.2.6</b></p> <p>Student leadership is one component of a highly effective CTE Program. Students, in particular English Learners, Low Income</p>	<p>CNUUSD had several Career Technical Student Organizations (CTSO) at most secondary schools, including FBLA, FFA, HOSA, HOSA/JUMP, FCCLA and SkillsUSA. Low</p>	<p>\$54,500 (CTE Funding)</p>	<p>\$54,500 (CTE Funding)</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>students and Foster youth, will be encouraged to participate in the leadership competitions tied to high growth industries. Continually monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses.</p>	<p>income students and foster youth regularly participated in CTSO activities and events. Additionally, meetings were held with secondary site principals. Data was collected and disaggregated for use by all levels of the educational pipeline.</p>	<p>\$38,750 (LCFF/Supplemental)</p>	<p>\$6,003 (LCFF/Supplemental)</p>

## Analysis: GOAL 4

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continued to implement existing actions/services based on the needs of the schools and our students. The District maintained its support for CTE and STEM programs in high growth, strong employment opportunities at the intermediate (7) and middle (1) schools, academies (3), and high schools ( 5 comprehensive, 3 alternative). Overall enrollment at the high school level increased by 3.91% exceeding the district improvement goal of 2%. CNUSD implemented, monitored and supported high yield, high wage and high growth CTE pathways in industry sectors that aligned to the Inland Empire job market including building and construction trades, engineering and architecture, health sciences and medical technology, information and communications technology, manufacturing, and transportation. A representative example of CNUSD industry sector course work completed include: Manufacturing - 525 Students; Health Sciences and Medical Technology - 1,886 Students; and Information and Communications Technologies (gaming and simulation, networking) – 578 Students

LCAP dollars were supplemented with the CTEIG which were used to purchase equipment and supplies such as FAA-approved flight simulators, industry certification exams, 3D printers, and robots.

2018 – 2019 CTSO state competition results included: Norco FFA – #1 Chapter in the Southern Region, One of Top 6 Chapters in California; Roosevelt FBLA Sales Presentation – 1<sup>st</sup> Place Individual, Digital Video Production – 1<sup>st</sup> Place Team, Chapter earned Gold Seal status – Top 15% of Chapter in California; Santiago FBLA Accounting 2 – 1<sup>st</sup> Place Team, Accounting 1 – 2<sup>nd</sup> Place Team; Centennial FBLA Sweepstakes – 7<sup>th</sup> Place; El Cerrito FBLA Introduction to Business Presentation – 4<sup>th</sup> Place Team; Norco Skills USA Automated Manufacturing Technology: 1<sup>st</sup> Place Team; Santiago SkillsUSA Architectural Drafting – 1<sup>st</sup> and 3<sup>rd</sup> Place Teams, Automated Manufacturing Technology: 2<sup>nd</sup> Place Team, Introduction to Drafting – 1<sup>st</sup> and 2<sup>nd</sup> Place Team.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals listed were effective based upon the data presented. Areas that require continued focus include pathway support, business/industry involvement, articulation agreements, and CTSO participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the actions/services were implemented largely as planned, there were only minimal differences between budgeted expenditures and estimated actual expenditures. Goal 4.2.1 indicates a \$5,000 increase due to price changes of some supplies purchased. Goal 4.2.2 came significantly under budget so that this money could be used to cover increased salary costs of Goal 4.2.5. CTE grant funds supported any additional expenses for Goal 4.2.2. Career Technical Student Organization (CTSO) expenses include four SkillsUSA students, 13 Future Business Leaders of America (FBLA) students, and one Family Career and Community Leaders of America (FCCLA) student.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and CNUSD is making adequate progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as multi-year implementation plans will support student outcomes through a process of continuous improvement. All metrics for Goal 4 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19. Adjustments have been made in budget for the 2019-20 LCAP to maximize the implementation of the new CTE grants. As a result of this, reductions in LCAP Supplemental funding will be seen in Goals 4.3.1 and 4.3.2. Additionally, analysis of the current metrics in the CNUSD LCAP has occurred and several changes will be in place for the 2019-20 LCAP. In the past, we have measured the numbers of students in CTE classes and will shift focus to measuring the percent of students who are obtaining an industry recognized certification to be more in line with the College and Career Indicator.

# 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: 5, 6

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measurable Outcomes

### Expected

#### Student Engagement

#### Student Social Emotional Learning Environment Survey (Grades 4, 7, and 8)

#### 2017-2018

Panorama Student Survey	Percent Favorable
# of Participants	10,073
Knowledge of Fairness	79.5%
Sense of Belonging	73%
Support of Academics	78%
Safety	67.5%

#### 2018-19 Improvement Goal to increase Social Emotional Learning Environment

Expected Growth	Social Emotional Learning EAMO
# of participants	10,073
Knowledge of Fairness	80%
Sense of Belonging	73.5%

### Actual

#### Student Engagement

#### Student Social Emotional Learning Environment Survey (Grades 4, 7, and 8)

#### 2018-2019

Panorama Student Survey	Percent Favorable	EAMO
# of Participants	9,000	Not Met
Knowledge of Fairness	80.5%	Met
Sense of Belonging	72%	Not Met
Support of Academics	80%	Met
Safety	66%	Not Met

\*The number of participants has decreased due to declining enrollment

**Expected**

**Actual**

Support of Academics	78.5%		
Safety	68%		
<b>School Attendance rates:</b>			
<b>Growth Data</b>			
<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>
96%	96%	96%	95.47%
<b>Improvement Goal to increase achievement</b>			
<b>Expected Growth</b>		<b>School Attendance Rates EAMO</b>	
Maintain or increase current levels		96%	

<b>School Attendance rates:</b>	
<b>17/18</b>	<b>EAMO</b>
95.43%	Not met

<b>Middle School Dropout rates:</b>			
<b>Growth Data</b>			
<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>
0.0%	0.0%	0.0%	0.00%
<b>Improvement Goal to increase achievement</b>			
<b>Expected Reduction</b>		<b>Middle School drop Out Rates EAMO</b>	
Maintain or reduce current levels		0.0%	

<b>Middle School Dropout rates:</b>	
<b>17/18</b>	<b>EAMO</b>
0.00%	Met

<b>High School Dropout rates:</b>			
<b>Growth Data</b>			
<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>
4.4%	4.1%	2.6%	0.8%
<b>Improvement Goal to increase achievement</b>			
<b>Expected Reduction</b>		<b>High School Drop Out Rates EAMO</b>	
Maintain or reduce current levels		0.8%	

<b>High School Dropout rates:</b>	
<b>17/18</b>	<b>EAMO</b>
3.2%%	Not Met

<b>High school graduation rates:</b>			
<b>Growth Data</b>			
<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>

<b>High school graduation rates:</b>	
<b>17/18*</b>	<b>EAMO</b>
93.8%	Met

**Expected**

**Actual**

92.3%	92.4%	94.8%	97.4% Revised 93.2%*
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**Improvement Goal to increase achievement**

<b>Expected Growth</b>	<b>High School Graduation Rates EAMO</b>
Maintain or increase current levels	97.4%

**Chronic Absentee rate:  
Growth Data**

	13/14	14/15	15/16	16/17
Overall	10.1%	9.4%	9.5%	7.8%
Hispanic	11.2%	10.3%	10.2%	8.7%
English Learners	9.9%	8.9%	9.1%	7.3%
RFEP	7.3%	7.3%	7.9%	8.10%
Low Income	11.9%	11.3%	11.8%	10.3%
Foster Youth	17.8%	19.1%	17.5%	17.2%
African American	11.1%	9.9%	10.3%	9.2%
Special Education	15.6%	15.5%	14.6%	12.8%

**Improvement Goal to increase achievement**

<b>Expected Reduction</b>	<b>Chronic Absentee rate EAMO</b>
Overall – reduce by 0.25%	7.55%
Hispanic – reduce by 0.5%	8.2%
English Learners – reduce by 0.5%	6.8%
RFEP – reduce by 0.5%	7.6%
Low Income – reduce by 0.5%	9.8%
Foster Youth – reduce by 1%	16.2%
African American – reduce by 0.5%	8.7%
Special Education – reduce by 1%	11.8%

\*As a reminder, the Cohort Graduation Rate underwent a recalculation with the 2016/2017 cohort.

**Chronic Absentee rate:**

	17/18	EAMO
Overall	7.6%	Not Met
Hispanic	8.6%	Not Met
English Learners	7.8%	Not Met
RFEP	6.2%	Met
Low Income	10.1%	Not Met
Foster Youth	20.1%	Not Met
African American	8.8%	Not Met
Special Education	12.9%	Not Met

**Expected**

**Actual**

**School Climate**

**Suspension rates:**

**Growth Data**

13/14	14/15	15/16	16/17
2.6%	2.4%	2.7%	2.9%

**Improvement Goal to increase achievement**

Expected Reduction	Suspension Rates EAMO
Maintain or reduce current levels	2.7%

**Expulsion Rates:**

**Growth Data**

13/14	14/15	15/16	16/17
0.1%	0.1%	0.2%	0.13%

**Improvement Goal to increase achievement**

Expected Growth	Expulsion Rates EAMO
Maintain or reduce current levels	0.13%

**School Climate**

**Suspension rates:**

17/18	EAMO
2.9%	Not Met

**Expulsion Rates:**

17/18	EAMO
0.2%	Not Met

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Goal 5. 2. 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.

CNUSD SARB Panel consistently meets twice a month. As of March 2019, the panel had seen 76 families, with an expectation to seeing just over 100 by the school year's end. Resources, intervention strategies and programs are offered to assist families as needed. DATT report provided to administrators three times per year but can be access by site administrators at any time. As of March, sites utilized 50 sub days to conduct SARTs, conduct meetings with families, and conduct home visits. As of March, school sites held over 3,000 SART meetings with families.

\$40,000  
(LCFF/Supplemental)

\$10,129  
(LCFF/Supplemental)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 2</b> Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4<sup>th</sup> Graders. Support 7<sup>th</sup> and 8<sup>th</sup> grade students with the “Teen Talk” program. Implement a Social-Emotional Learning Survey via Panorama to all 4<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. Expansion of the SEL survey will continue the following school year.</p>	<p>All schools have a Character Education Program. 48 schools are implementing Positive Behavior Intervention Supports. Three schools have been trained in Capturing Kids Hearts and five schools are Leader in Me Schools. 3,387 4<sup>th</sup> graders participated in the World Youth Kindness Conference with 500 intermediate and high school volunteers. 498 At-Risk 7<sup>th</sup> and 8<sup>th</sup> graders attended Teen Talk. 2,154 4<sup>th</sup> grade students and 7,472 7<sup>th</sup> and 8<sup>th</sup> graders took the Panorama School Climate and SEL Survey in February/March.</p>	<p>\$210,000 (LCFF/Supplemental)</p>	<p>\$133,260 (LCFF/Supplemental)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 3</b> 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.</p> <p>Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.</p> <p>Implement “Boys Town Training” for teachers and Intense Intervention (II) programs.</p>	<p>For the 2018-2019 school year, 48 schools participated in Positive Behavior Intervention Support (PBIS) coaching and professional development. 38 schools are at Tier I fidelity as measured by the Tiered Fidelity Inventory (TFI). 24 schools are engaged in Tier 2 coaching and building Tier 2 framework/team process.</p> <p>Four elementary schools, eleven intermediate schools, and eight high schools offer Saturday School. As of March 2019, CNUSD held 227 Saturday Schools. CNUSD students made up 9,325 days of instruction.</p> <p>Specialized Classroom Management (Boys Town) training was provided to an additional 50 staff members. This was done with a trainer from Boys Town. Participants received current practices and added the administrative referral process to those schools.</p>	<p>\$1,015,000 (LCFF/Supplemental)</p>	<p>\$1,416,180 (LCFF/Supplemental)</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 4</b> Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School. Implement Safety Program districtwide, "Be a Buddy not a Bully and training in Mental Health.</p>	<p>The Safety and Violence Prevention Counselors, now known as Intervention Counselors, were able to continue providing support to the students and the schools where they are employed. They saw 7,033 students for the 2018-2019 school year. They logged 4,061 individual visits and 1,794 group visits. They responded to 186 suicide assessments in grades 9-12. They also ran 18 different group sessions, which include: anger management, grief and loss, drug/ alcohol groups, mindfulness, calm/stress groups, female empowerment and TAP or tools to quit smoking. Their direct focus continues to be students on contract: suspended expulsions, alternative placement, SARB, students with severe mental health or behavioral incidents, foster and homeless youth.</p>	<p>\$854,295 (LCFF/Supplemental)</p>	<p>\$806,571 (LCFF/Supplemental)</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 5</b> Provide School Resource Officers (SRO) at each Comprehensive High School to support a safe school environment. Continue funding for SRO's and increase number of SRO's.</p>	<p>We continue to have a School Resource Officer at each Comprehensive High School, as well as a roving SRO. The roving SRO provides roving coverage to five intermediate and several elementary sites. For the 2018-2019 school year, our school resource officers responded to 2,042 calls for service. A call for service is defined as an SRO being asked to perform a duty. They made 1,664 student contacts, which is defined as a conversation beyond a simple greeting. Finally, they counseled 1,518 students, which constitutes an in-depth conversation regarding a certain issue.</p>	<p>\$1,015,238 (LCFF/Supplemental)</p>	<p>\$1,056,578 (LCFF/Supplemental)</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 6</b> 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</p>	<p>The counselor at Orange Grove High School continued to provide support focused on the English Learners so that they could transition back to their home site. The counselor provided direct support to Orange Grove High School students through academic, career and social-emotional support.</p>	<p>\$71,259 (LCFF/Supplemental) \$71,259 (Title III)</p>	<p>\$73,986 (LCFF/Supplemental) \$71,259 (Title III)</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 7</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 support EL, Foster Youth and Low-Income students.</p>	<p>School Counselors, TK-12, were able to provide support to strengthen social/emotional skills by providing group and individual counseling and classroom presentations. For the 2018-2019 school year, the TK-8 counselors logged 88,057 visits with students. They performed 17,960 individual visits and 51,561 student group visits. They responded to 478 suicide assessments. They also lead 170 different groups in the areas of attendance, academics, solution focused, grief and loss, girl's group, behavior, family changes, divorce, anger management, social skills, Vape education restorative circles and All-Star Foster Group.</p> <p>Additional support was provided for students through WRAP services, now known as GAP services. Our contracted services provided in school and in-home support to best serve our students and families. As of March, we've had just over 93 students and families receiving WRAP/GAP services.</p> <p>Four elementary counselors are placed at schools with high poverty/unduplicated LCFF</p>	<p>a) \$2,351,755 (LCFF/Supplemental) b) \$240,000 (LCFF/Supplemental)</p>	<p>a) \$2,445,127 (LCFF/Supplemental) b) \$145,400 (LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	subgroups. They provide appropriate school counseling services to assist the student and family. The additional Corona High School counselor also continues to provide support to high poverty/ unduplicated LCFF subgroups.		

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 8</b> Support mental health in district schools by implementing the following:</p> <p>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.</p> <p>Maintain School Nurse to support the physical and mental health of our students. Additional nursing services will be provided through contracted services.</p> <p>Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6.</p>	<p>Additional support was provided for students through WRAP/GAP services. Our contracted services provided in school and in-home support to best serve the students and families. We work closely with our contracted service provider regarding the results of the services being provided. As of March, we had just over 93 students and families receiving WRAP around services.</p> <p>We currently have 13 School Nurses.</p> <p>STEPS aides were maintained at sites. Continued training was provided to the aides to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary school TK-6.</p>	<p>\$921,000 (LCFF/Supplemental)</p>	<p>\$1,067,023 (LCFF/Supplemental)</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 9</b></p>	<p>3 Unity Camps were held during the 2018-2019 school year: September 2018 – 68 students attended</p>	<p>\$45,000 (LEA MAA)</p>	<p>\$0 (LEA MAA)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for UNITY programs in the district to support students in the area of social-emotional growth.	<p>November 2018 – 69 students attended February 2019 – 70 students attended 207 students attended Unity camp during the 2018-2019 school year.</p> <p>There was also an All-Star Camp held with only Foster Youth students in attendance. It was held in December 2018. 33 Foster Youth students attended. This camp is slightly different from Unity Camp. It is about building self-esteem, trust among peers and relationships within the Foster Youth community.</p>		

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 5. 2. 10</b> Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols districtwide.</p>	All schools updated and submitted their School Safety Plans and were Board Approved.	\$2,000 (LCFF/Supplemental)	\$0 (LCFF/Supplemental)

## Analysis: GOAL 5

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District focused on the social-emotional needs of students, in addition to their academic needs. SART continued to be refined to address chronically absent students in a systematic way throughout the district. Elementary schools continued to be provided with one substitute day per month to provide the teacher time to be part of the attendance discussion. This allowed parents to better understand the connection between attendance and academics. School sites continued to have access to chronic absentee reports and the data was presented to site administration three times last school year. Elementary schools continued to receive training on Character Education Programs. Teen Talk programs were expanded to include intermediate schools. Fourth grade students participated in the World Kindness Youth Conference. CNUSD continued to partner with Collaborative Learning Solutions to continue to provide coaching, guidance, and resources for our 3-5-year implementation plan in which all 50 schools will be trained in Positive Behavior Supports. Training in the areas of Boys Town Social Skills, Restorative Practices/ Circles, and ACP/ alternative to suspension continued to be a focus. Counselors continued to support our students with comprehensive student transition plans such as check-in/ checkout and mentoring. They also supported students through groups related to an area of need, presentations, individual and group counseling. Other personnel used to support the social-emotional needs of students were Resource Officers that assisted with providing resources, assistance and positive contact with students, staff and families, as well as promoted a positive and safe learning environment. Mental health supports were in place for students and families through WRAP or GAP services. Unity programs were offered to support Foster Youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The focus has continued to be on reducing chronic absenteeism, reducing the suspension rate and creating and maintaining a positive and safe learning environment for all students. CNUSD is proud to have the lowest chronic absenteeism rate in Riverside County. We continue to target our Foster Youth, Homeless Youth and Socio-Economically Disadvantaged, as these groups of students continue to have higher chronic absenteeism rates than the district's overall rate. The data displayed below is CNUSD's Chronic Absenteeism Data for the 2017-2018 school year by subgroup. This data helps us to identify specific groups of students in which to target with supports in the way of school attendance. It informs our work in helping us to allocate resources to families in need of supports in order to attend school. The Chronic Absenteeism Data is also disaggregated by grade level in order to address grade levels in which we find higher chronic absenteeism rates. All intermediate students attended the "Teen Talk" training and all 4th grades students attended the World Kindness Youth Conference. The programs within this goal are designed to improve school culture and climate, lower suspensions and expulsions, dropout rates and increase graduation rates, attendance and other academic indicators. Character Education Programs and Positive Behavior Supports assist schools in maintaining and creating a safe school climate. The actions under Goal 5 were implemented as planned for the 2018-2019 school year and after review of the services and actions in this goal, in concert with other services and actions in the LCAP, CNUSD finds that this service has been effective in advancing the progress towards the goals outlined in LCAP.

<b>Subgroup</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
English Learners	8,509	8,360	648	7.8%
Foster Youth	453	394	79	20.1%
Homeless Youth	325	291	73	25.1%
Socioeconomically Disadvantaged	27,733	27,289	2,751	10.1%
Students with Disabilities	7,351	7,170	927	12.9%

## Report Totals

<b>Name</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<a href="#">Corona-Norco Unified</a>	55,793	54,958	4,156	7.6%
<a href="#">Riverside</a>	449,114	442,543	55,131	12.5%
<a href="#">Statewide</a>	6,384,919	6,315,131	702,531	11.1%

GRADE	NUMBER severe chronic absence	PERCENT severe chronic absence	NUMBER moderate chronic absence	PERCENT moderate chronic absence	NUMBER ALL chronic absence (severe + moderate)	PERCENT ALL chronic absence (severe + moderate)
Grade TK	22	2.7%	93	11.4%	115	14.1%
Grade K	72	1.9%	255	6.8%	327	8.8%
Grade 1	48	1.2%	215	5.6%	263	6.8%
Grade 2	32	0.8%	187	4.6%	219	5.4%
Grade 3	50	1.2%	187	4.6%	237	5.8%
Grade 4	39	1.0%	170	4.2%	209	5.2%
Grade 5	44	1.0%	179	4.2%	223	5.3%
Grade 6	44	1.0%	161	3.7%	205	4.7%
Grade 7	59	1.3%	195	4.4%	254	5.8%
Grade 8	85	1.9%	227	5.2%	312	7.1%
Grade 9	77	1.7%	198	4.3%	275	6.0%
Grade 10	167	3.6%	333	7.1%	500	10.6%
Grade 11	187	4.1%	348	7.6%	535	11.7%
Grade 12	257	5.7%	422	9.3%	679	15.0%
Grade 80	21	15.8%	26	19.5%	47	35.3%
<b>Totals</b>	<b>1,204</b>	<b>2.1%</b>	<b>3,196</b>	<b>5.7%</b>	<b>4,400</b>	<b>7.8%</b>

## Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for Goal 5.1.1 will continue to be added for the remainder of the year, as we continue to provide attendance incentives to schools that have had excellent attendance for the third period of the 2018-2019 school year and those that have been successful in reducing chronic absenteeism. We will also continue to incur costs for action 5.1.2 as schools continue to need support in implementing the character education program at their site. Goal 5.2.3 was over budgeted amount due to the rising cost involved in personnel for Academic Saturday School. This amount will be capped for next year. Goal 5.2.4 came in under budget. The overage will be used to support Goal 5.2.5 which was over budget. Goal 5.2.8 was slightly under budget. However, this will increase slightly due to rising costs of personnel. All other costs have nearly reached or slightly exceeded the anticipated cost. We are taking a closer look at the cost involved with Academic Saturday School, STEPs aides, and SROs to address increased costs. Indicators show that existing actions/services are effective and CNUSD is making progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support positive school environments and support students. Excess funds were allocated to actions and services that were underfunded. Expenses for 5.2.9 were supported by other funding.

## Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although we have had much success with our attendance incentive program, we will take a more comprehensive approach next year to student attendance. We will continue to look at data to target isolated dates in which we wish to publicize and promote good attendance, but we will also promote excellent school attendance through a district-wide campaign approach in which one message can be heard on the importance of attendance from school to school. We will continue to use the Chronic Absenteeism Data to inform our work regarding allocating resources and education to those student groups struggling to maintain excellent school attendance. For the 2018-2019 school year, we continued to use the Panorama Student Survey in order to obtain feedback and include student voice regarding CNUSD's Social Emotional Learning Environment. The survey was administered to over 9,000 students in grades 4, 7, and 8. Since we now have two years of data, it is being used to inform our next steps in providing students with a favorable Social Emotional Learning Environment in which they can learn. We will now refer to our Safety and Violence Counselors as Intervention Counselors in Goal 5.2.4. In Action 5.3.8, STEPS Aides will now be utilized to support Tier II interventions at the sites. All other actions will continue as planned. CNUSD will continue to implement planned actions/services to maintain progress toward goal of implementing measures at all schools to foster positive school environments and support students. In order to better monitor budget, decisions were made to reorganize certain goals, actions, and services, detailing them by specific actions. For example, 5.2.3 has become 5.3.3 (a-c); 5.2.4 has become 5.3.4 (a-b); 5.2.7 has become 5.3.7 (a-b); 5.2.8 has become 5.3.8 (a-c). While the organization of the goals has changed, the content of the goals remains the same. All metrics for Goal 5 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2019-20.

# Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measurable Outcomes

### Expected

#### Parent Involvement

***Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.***

#### Growth Data

<u>15/16</u>	<u>16/17</u>	<u>17/18</u>
4,657 parents	7,500 parents	9,730 parents

#### Improvement Goal to increase achievement

Expected Growth	Parent Involvement Rates EAMO
Maintain or increase current levels	9,730 parents

#### School Climate

***Parent Satisfaction and School Climate Surveys to gather input to support district decisions.***

Using the 2016 California Heathy Kids Survey parent component:

- 94% of our parents who responded to the survey agreed that their school is an inviting place for students to learn
- 78% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and
- 78% agreed that the school welcomes parent input and contribution.

### Actual

#### Parent Involvement

The number of parents participating in district-sponsored activities has increased tremendously. These activities include parent engagement surveys, family engagement activities, parent education workshops, family counseling, site-based events, and our DADS All In Program activities!

18/19	EAMO
12,903 parents	Met

#### School Climate

***Parent Satisfaction and School Climate Surveys to gather input to support district decisions.***

Parent Survey Results	EAMO
88% of our parents who responded to the survey agreed that their school is an inviting place for students to learn	Met
69% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and	Not met
67% agreed that the school welcomes parent input and contribution	Not met

**Expected**

**Actual**

**Improvement Goal to increase achievement**

Expected Growth	Parent Satisfaction Rates EAMO
Maintain or increase current levels	
School is Inviting	86%
School encourages students of all races to enroll in challenging courses	75%
Schools welcome parent input	71%

\*\*Maintain or increase parent satisfaction

**Teacher Satisfaction/Climate Survey**

Baseline data demonstrates:

88% of surveyed teachers indicated that there was a welcoming environment at the school site

100% of surveyed teachers reported that schools and classrooms were safe

82% of surveyed teachers reported that a school site anti bullying plan was important

**Improvement Goal to increase achievement**

Expected Growth	Parent Satisfaction Rates EAMO
Maintain or increase current levels	
Welcoming environment at the school site	91%
Safe school and classroom environment	79%
Developing a school site anti-bullying plan that addresses bullying at all levels	86%

\*\*Maintain or increase teacher satisfaction

**Teacher Satisfaction and School Climate Survey Results**

Teacher Survey Results	EAMO
94% of surveyed teachers indicated that there was a welcoming environment at the school site	Met
95% of surveyed teachers reported that schools and classrooms were safe	Met
92% of surveyed teachers reported that a school site anti bullying plan was important	Met

# Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 6. 2. 1</b> 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.</p> <p>Programs to support the family partnership and positive school climate will be implemented such as:</p> <ul style="list-style-type: none"> <li>• Action Team for Partnership (ATP)</li> <li>• Community and School Impact Network (CSI)</li> <li>• Parent Project/Parent Education Workshops</li> <li>• Counseling Plan/Summer Connect/Student-Parent Outreach</li> <li>• Family Friendly Schools Workshops</li> <li>• Provide support for Parent Information Nights</li> <li>• Mentorship (middle schools)</li> <li>• Additional Services</li> </ul>	<p>The Parent Survey was conducted and data from this survey will be used to focus the work in parent engagement for the 2019-2020 school year. Schools will receive a report on their specific sites to be used to set goals in the area of family, school, and community partnership.</p> <p>Based upon current responses from our survey the following are areas of high interest from parents and will be addressed in our 2019-2020 parent education plan.</p> <ul style="list-style-type: none"> <li>• STEM/STEAM programs</li> <li>• Academic Support for Reading and Writing/Tutoring</li> <li>• College and Career Readiness</li> <li>• Family Engagement Activities</li> <li>• School Safety</li> </ul> <p>The following programs and supports have been implemented to target the specific subgroups in bold.</p> <p><b>English Learner Support</b></p> <ul style="list-style-type: none"> <li>• Project 2 Inspire</li> <li>• English as a Second Language classes</li> <li>• Basic Computer Skills in Spanish</li> <li>• Bilingual Tutors</li> <li>• Primary Language Translators</li> <li>• Documents in English and Spanish</li> <li>• Emotional Anonymous</li> <li>• Narcotics Anonymous</li> <li>• i-Ready Open Lab</li> <li>• Free Bilingual Counseling</li> <li>• Bilingual Staff</li> <li>• Newcomers Group</li> </ul> <p><b>Low SES/Homeless</b></p>	<p>\$25,000 (LCFF/Supplemental)</p>	<p>\$0 (LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> <li>• i-Ready Open Lab</li> <li>• Tutoring Scholarships</li> <li>• Back To School Event</li> <li>• Grants for Literacy Camp (Homeless Only)</li> <li>• The Heart Closet</li> <li>• Free Counseling</li> <li>• Link to Community Resources</li> <li>• Transportation Support/City Bussing</li> <li>• Medical and dental support</li> <li>• Financial assistance through community partnerships</li> </ul> <p><b>Foster Youth</b></p> <ul style="list-style-type: none"> <li>• Back to School Event</li> <li>• Parent Workshops</li> <li>• The Heart Closet</li> <li>• Mentorships through mental health supports</li> </ul> <p><b>Professional Development offered</b></p> <ul style="list-style-type: none"> <li>• Action Team for Partnerships</li> <li>• Family Friendly Schools</li> </ul> <p><b>Community and School Impact Network</b> was conducted three times this year offering site representatives a wealth of information on community and school resources for families as well as engagement activities that could be put on at the school site.</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Goal 6. 2. 2</b> Establish a centralized Parent Center for parents to access the following:</p>	<p>The following Parent Education Workshops and activities were provided at the Parent Center and also within the community to</p>	<p>\$885,024 (LCFF/Supplemental)</p>	<p>\$902,614 (LCFF/Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>College and Career Pathways</li> <li>Academic Support</li> <li>Interventions and counseling</li> <li>Parent Information Workshops/Training</li> <li>Support for parental involvement</li> <li>Mentorship Resources/Programs</li> </ul> <p>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:</p> <ul style="list-style-type: none"> <li>Director</li> <li>TSA</li> <li>Clerical support</li> </ul>	<p>address the needs stated in our planned action and services</p> <p><b>Family workshops and/or events</b></p> <ul style="list-style-type: none"> <li>Loving Solutions</li> <li>Parent Project</li> <li>Narcotics Anonymous Support groups</li> <li>Positive Parenting</li> <li>STEP by Step</li> <li>Little Scholars</li> <li>Teen Impact Drive</li> </ul> <p><b>College and Career Pathways</b></p> <ul style="list-style-type: none"> <li>Workshops on CTE courses</li> <li>College Nights</li> </ul> <p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>Math tutoring</li> <li>Literacy camps</li> <li>Little Scholars</li> </ul> <p><b>Interventions and counseling</b></p> <ul style="list-style-type: none"> <li>Family counseling is provided 3 hours a week free of charge to CNUSD families.</li> <li>Interventions and resources are provided for families in crisis.</li> <li>Support group for parents of teens who are dealing with narcotics abuse.</li> </ul> <p>The personnel at the parent center has remained the same, but there is a strong need for family support in the area of family counseling. If funding were made available, the center could benefit from a part/full time counselor. Data is available to support this claim.</p> <p>The Parent Center could also benefit from an additional full-time community liaison to</p>		

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

support our families who are part of the Student Attendance Review Board proceeds.

**Action 3**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**Goal 6. 2. 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.

All DELAC/ELAC meetings are monitored through our English Learner Department. DELAC meeting are held consistently throughout the year. District Advisory Councils member input is used to promote communication for all schools.  
This year the CAFE sponsored program Project to Inspire was conducted at the Parent Center which focused on building leadership for our Spanish speaking parents. Level three of this program will be conducted during the 2019-2020 school year.

\$1,500  
(LCFF/Supplemental)

\$1,645  
(LCFF/Supplemental)

## Analysis: GOAL 6

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Participation Goal-** For the 2018-2019 school year the total amount of participants in family engagement activities was 12,903. This includes those taking part in activities and workshops at the center as well as those participating in our annual survey. This count specifically includes participation in adult education, parent workshops, community organizations, professional development, and the receiving of community resources.

**Case Management-** Parents are referred to the parent center for a variety of reasons. When referred a family is provided with a case manager. So far this year 225 families have been provided with one to one consultation and given resources to support their specific needs. We currently have four primary case managers, which averages 55 families per manager. Approximately 45% of those cases will need a follow up. This data allows us to know that the need for services is great, but also provides us with a challenge of being able to provide quality services at such a high ratio of families assigned to each case manager. Detailed reports of services offered are available.

**Counseling Services-** 42 families have been referred to Parent Center Counseling support. Due to limited slots, only 30 of those families have been seen directly by the counselor. Many families are in need of follow up but outside resources must be maximized in order to support the ongoing need for family support.

Parent Education responses are used to analyze the quality of classes and instructors. Below is a list of typical comments provided by parents:

- *"Thank you so much. The information I learned in this class has already made such a difference in our home."*
- *"My relationship with my son has gotten more better. Thank you for your help and advice. You taught me that it's ok to not be perfect. I recognize my shortcomings, but you have taught me to stop and listen."*
- *"Gracias Mrs. Villela por apoyarnos con esta clase, que para nosotros es de alta calidad para poder sobre llevar con nosotros hijos. Estamos muy agradecidos de aver participado en esta clase y de lo mucho que aprendimos. Muy buen facilitador ella ensena muy bien. Es muy atenta, paciente, su calificacion es muy alta, muy puntual, y responde a toda pregunta que le preguntamos."*

**Student Attendance Review Board-** The Parent Center staff sits on the SARB panel and is assigned to provide individual family support plans for families in need of assistance. This year through the SARB process, we have provided individual support plans to the families. Out of the 32 families, 19 are in need of ongoing monitoring and follow-up.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals listed were effective based upon the data presented. Areas that still need to be addressed include a mentorship program, and ongoing academic support for our students outside of mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LCAP budget has been used appropriately on expenditures needed to support the Parent Center. Our EL funding for Parent 2 Inspire was over the amount budgeted and additional funds will be needed to offer level 3 in the fall of 2019. Additional monies will need to be sought out to cover expenses for counseling services as well as follow up to SARB families through a comprehensive review of current resource allocation. In order to assist in addressing this the \$25,000 budgeted for Goal 6.2.1 was moved to support Goal 6.3.2.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The dollars allocated in goal 6.2.1 have been moved to 6.3.2.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A forty-four (44) member LCAP Advisory Committee met throughout the year to monitor programs and provide input in the form of recommendations for the revision of the LCAP. This group included representatives from community members; 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; site and district office administrators representing all district divisions. Each group numbered 11 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. Additionally, input was gathered regarding presentations topics the stakeholder groups wanted addressed during the LCAP Advisory meetings. Meetings with the individual groups took place September 19, 2018 (Management) in the morning, September 19, 2018 (CSEA) in the afternoon, September 20, 2018 (CNTA) and September 21, 2107 (Parents). The committee met together on the following dates: 10/24/18, 11/7/18, 11/30/18, 12/13/18, 1/23/19, 2/4/19, 2/27/19 and 3/13/19. During the first meetings with the different constituent groups, the LCAP Advisory Committee participated in a LCAP walkthrough, discussed the elements of the CNUSD LCAP and identified those topics they wanted cover during the following meetings. During the subsequent meetings, staff members brought information about the implementation of the following LCAP initiatives: CAASPP data review, Positive Behavior Intervention and Supports (PBIS) including suspension and expulsion data, High School student LCAP input, Career Technical Education (CTE) and STEM, attendance and chronic absenteeism initiatives, increasing Advanced Placement participation through Equal Opportunities School (EOS), Special Education, Educational Technology, the Communications Office in supporting our unduplicated students, AVID, and an update on graduation rates. 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, charting and 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.

Outreach to students about LCAP is a very important part of our work with the revision process. The process included a student-led meeting at six high schools and three intermediate schools in CNUSD. During the focus group meeting, students discussed the LCAP programs that they see at their school sites, if they were participating in these programs and whether they see value in the programs. The next steps in the process during the focus group meeting was to reflect upon the skills they will need as they leave our TK-12 educational system and as to what supports can the district provide to attain those goals. The input was gathered digitally and quantified to provide priorities for the students. Meetings were scheduled with each high school in the district, including the continuation schools. These focus group sessions included students that reflected the demographics of the school and were held in the months of January through March 2019. Approximately 500 students from all backgrounds, including English Learners, Low Income students and Foster Youth were involved in these meetings. A short video about LCAP was presented to provide background knowledge. Students were given copies of the LCAP Executive summary which lists all the programs that are included in the LCAP along with the LCAP infographic with data about the district. Students were then asked to reflect on and discuss that information. Input was gathered about future actions that should be considered for the upcoming document.

The LCFF/ LCAP Informational Video and Survey were sent out to parents and school site staff on March 2, 2019 via email, text message and Message Broadcast sources. Both items were also posted on the opening page of the District website.

During the month of April 2019, during a Principal's meeting, principals were given information about the design of the LCAP, the revision process and timeline. Additionally, a review of quantitative and qualitative data was performed along with a review of the focus areas and programs. Site administrators were provided

this presentation and material to share the LCAP with their school staff to garner feedback. Surveys have been performed to collect input regarding focus areas in the areas of professional development and next steps for programs.

The 2019/20 LCAP was presented to the District English Language Advisory Committee in February and March 2019 to provide information to the site representatives and discussed the needs and priorities of English Learners. Three DELAC representatives were members of the LCAP Advisory Committee. Feedback was gathered from DELAC during the meeting. Comment and question cards were collected during the meeting. Answers to the comments and questions were presented to the members in May 2019. These members presented to the District Advisory Committee providing advice to the group regarding the needs of English Learners.

The LCAP draft was presented to the District Advisory Committee in May 2019. Discussions during this meeting centered on the writing process and how the actions and services indicated an increase in services for low income, English learners and foster youth. Several members who were part of the LCAP Advisory Committee discussed the information and processes in the LCAP Advisory Committee. Feedback was gathered and the responses to the comments and questions were presented to the committees in June 2019.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top recommendations made by the LCAP Advisory Committee to be considered while revising the LCAP for 2018-19 are based on several categories: expand, maintain, monitor, modify and reduce/eliminate. Results from the processes conducted during the committee meetings result in the following:

- Expand – AVID, Reduction of class sizes, CTE, and the Parent Center
- Maintain – Communication Office, counseling, Credit Recovery, Focus on English Learners, Professional Learning, PSAT, and Reader by Nine
- Monitor – AP/Dual Enrollment, Elementary Arts Program, iReady, and Safety
- Reduce/Eliminate – there were no recommendations in this area.

Student recommendations to be considered when revising the LCAP were focused and well-articulated. They include:

- Student support towards College Preparation
- Tutors and Intervention support
- Additional Counseling

The responses from the DELAC included:

- Specific Interventions for English Learners
- Implementation of research-based classroom practices and strategies for English Learners
- Additional support so that parents who do not speak English participate in the Community Survey

Community Survey recommendations:

- Safety
- Counselors
- Arts and Band
- Technology
- Class size reduction
- Intervention

Feedback from the DAC included:

- Additional CTE offerings and communication regarding these offerings
- Additional nurses

Based on data analysis and recommendations from constituents several important actions and services will be added to the 2019-20 LCAP. Commonalities were identified across the groups' recommendations and, with budget in mind, the decision was made to focus resources on Class Size reduction in goal 2.3.4b with a budget increase of about \$1,607,274. In order to support English Learners, Foster Youth and Low-Income students toward stronger academic achievement in the area of Literacy, additional teachers will be hired to reduce class sizes in grades Kinder, First and Second. Based on the recommendations of the LCAP Advisory Committee, other programs will be maintained such as Interventions, Arts Programs, Counseling, Communications, Credit Recovery, Focus on English Learners, PSAT support, Professional Learning and Reader by Nine. Monitoring to measure effectiveness will continue regarding programs such as AP/Dual Enrollment, the Elementary Arts Program iReady and Safety.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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: 1, 2, 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 1*

### Identified Need:

CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career.

The following needs were identified because of reviewing data on state and local metrics:

#### State Assessment Results

CAASPP Data

Percent of students who met or exceeded standards:

	<u>English Language Arts 2017</u>	<u>English Language Arts 2018</u>	<u>Math 2017</u>	<u>Math 2018</u>
<b>Overall</b>	59.72%	61.39%	45.49%	45.69%
	<u>Graduation Rate 2017</u>		<u>Graduation Rate 2018</u>	

<b>Overall</b>	97.4%	93.8%
	Revised methodology: 93.2%	
	<b><u>High School Dropout Rate 2017</u></b>	<b><u>High School Dropout Rate 2018</u></b>
<b>Overall</b>	0.8%	3.2%

Appropriate Teacher Assignment (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

17/18 –100%

Student Access to Core Materials (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

17/18 –100%

Facilities in Good Repair (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

17/18 –100%

English Learner Reclassification Rate

14/15 –12.9%

15/16 –13.5%

16/17 –11%

17/18 –8.8%

Implementation of the Academic Content and Performance Standards Adopted by the State Board

14/15 –100%

15/16 –100%

16/17 –100%

17/18 –100%

English Learner Access to CCSS and ELD Standards for Purposed to Gaining Academic Content Knowledge and English Language Proficiency

14/15 –Transitioning into ELA/ELD standards

15/16 –Piloting ELA/ELD materials in preparation for adoption and implementing standards

16/17 –Implementing new ELA/ELD materials

## Expected Annual Measurable Outcomes

### ENGLISH

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	ELA - 59% High - Increased	ELA - 59.72%	ELA - 61.39%	ELA - 62.39%
Hispanic	ELA - 50% Low - Increased	ELA - 50.72%	ELA - 53.10%	ELA - 55.10%
English Learners	ELA - 16% Low - Increased	ELA - 14.91%	ELA - 18.41%	ELA - 20.41%
Low Income	ELA - 47% Low - Increased	ELA - 46.15%	ELA - 48.96%	ELA - 50.96%
Foster Youth	N/A	ELA -31.40%	ELA – 31.9%	ELA – 33.9%
African American	ELA - 55% Medium - Increased	ELA - 55.28%	ELA - 54.52%	ELA - 56.52%
Special Education	ELA - 14% Very low - Increased	ELA - 16.20%	ELA - 48.96%	ELA - 50.96%
RFEP	ELA - 74.01% **	N/A	ELA - 74.01%**	ELA - 76.01%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

\*\* After conducting analysis of the data, this metric was added.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

Special Education – 2% increase

RFEP – 2% increase

## MATH

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	MATH - 43% Medium - Increased	MATH - 45.49%	MATH – 45.69%	MATH – 46.69%
Hispanic	MATH - 33% Low - Increased	MATH - 34.77%	MATH - 35.09%	MATH – 37.09%
English Learners	MATH - 13% Low - Increased	MATH - 14.98%	MATH - 15.66%	MATH – 17.66%
Low Income	MATH - 30% Low - Increased	MATH - 31.94%	MATH – 32.52%	MATH – 34.52%
Foster Youth	N/A	Math – 23.3%	Math – 20.3%	Math – 22.3%
African American	MATH – 34% Low - Increased	MATH - 34.86%	MATH - 34.84%	MATH - 36.84%
Special Education	MATH - 11% Very Low - increased	MATH - 12.18%	MATH - 11.94%	MATH – 13.94%
REFEP	MATH - 53.99%**	N/A	MATH - 53.99%**	MATH - 55.99%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

\*\* After conducting analysis of the data, this metric was added.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

Special Education – 2% increase

REFEP – 2% increase

### A-G COMPLETION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	50.2%	52.25%	57.16%	58.16%
Hispanic	40.8%	44.02%	48.07%	50.07%
RFEP	N/A	51.55%	55.71%	57.71%
English Learners	3.3%	3.86%	5.6%	7.6%
Low Income	39.3%	41.52%	46.11%	48.11%
Foster Youth	N/A	16.67%	13.64%	15.64%
African American	50.5%	51.14%	57.51%	59.51%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

### AP PARTICIPATION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	5,440	4606 / 25.81%	27.41%	*
Hispanic	2,322	1934 / 20.94%	22.12%	*
RFEP	1,377	1116 / 27.41%	30.11%	*
Low Income	1,928	1499 / 19.27%	21.45%	*
Foster Youth	12	8 / 5.06%	5.96%	*
African American	404	300 / 22.37%	24.8%	*

\* Decisions were made to eliminate the AP Participation in Classes metric and to add several metrics. Questions arose as we analyzed CNUSD data for students in AP classes and identified that we did not meet our goals for this particular area over the last few years. As a result of the root cause analysis, it was determined that while the numbers of students enrolled in AP classes were not growing, the numbers of students in other classes presenting college level course work are rising. For example, in 2017, the numbers of students in Dual Enrollment were 78 and this program was held at one school in the district. In 2018, the number of students grew to almost 300 and the Dual Enrollment courses were offered at three more high schools. The consensus of the team studying this was that our focus for student enrollment in college level courses needed to expand to include all programs/initiatives such as AP, Dual Enrollment, College Level IB and students at our Middle College High School who are attending college classes at Norco College. By doing so, we can more accurately measure students enrolled in rigorous college level work in CNUSD. Additional new metrics for the upcoming year, 2019-20 include College Course Success Rate and College and Career Ready Indicator (Prepared) Growth Rate.

**AP, IB OR COLLEGE COURSE PARTICIPATION\***

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	30.63%	N/A	30.63%	31.63%
Hispanic	24.96%	N/A	24.96%	26.96%
RFEP	33.54%	N/A	33.54%	35.54%
Low Income	24.49%	N/A	24.49%	26.49%
Foster Youth	8.00%	N/A	8.00%	10.00%
African American	28.03%	N/A	28.03%	30.03%

\* New metric for 2019 – 2020

Overall – 1% increase

Hispanic – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

**PARTICIPATION IN AP TESTS**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	3781	3643 / 79.09%	77.25%	77.75%
Hispanic	1472	1460 / 75.49%	71.47%	72.47%
RFEP	967	899 / 80.56%	77.36%	78.36%
Low Income	1265	1179 / 78.65%	75.32%	76.32%
Foster Youth	9	6 / 75.00%	77.78%	78.78%
African American	239	207 / 69.00%	71.17%	72.17%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

Overall – 1% increase

Hispanic – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

**AP PASS RATE**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	53.4%	54.68%	58.28% Meet or exceed county levels	58.28% Meet or exceed county levels

**AP, IB OR COLLEGE COURSE – SUCCESS RATE\***

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	93.64%	N/A	93.64%	94.14%
Hispanic	90.63%	N/A	90.63%	91.63%
RFEP	92.03%	N/A	92.03%	93.03%
Low Income	90.78%	N/A	90.78%	91.78%
Foster Youth	66.67%	N/A	66.67%	67.67%
African American	93.10%	N/A	93.10%	94.10%

\* New metric for 2019 – 2020  
 Overall – 0.5% increase  
 Hispanic – 1% increase  
 RFEP – 1% increase  
 Low Income – 1% increase  
 Foster Youth – 1% increase  
 African American – 1% increase

**COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE\***

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	51.7%	N/A	51.7%	52.7%
Hispanic	42.5%	N/A	42.5%	44.5%
EL	12.4%	N/A	12.4%	14.4%
Low Income	41.7%	N/A	41.7%	43.7%
Foster Youth	16.0%	N/A	16.0%	18.0%
African American	43.0%	N/A	43.0%	45.0%
RFEP	N/A	N/A	N/A	N/A

\* New metric for 2019 – 2020

Overall – 1% increase

Hispanic – 2% increase

EL – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

RFEP – 2% increase

**EL RECLASSIFICATION RATE**

Metrics/Indicators	Baseline	2017-18	2018-19*	2019-20*
Overall	11%	11%	6.4% Meet or exceed county levels	6.4% Meet or exceed county levels

\* Change in target due to new assessment - ELPAC

### EL PROGRESS TOWARD ENGLISH PROFICIENCY

Metrics/Indicators	Baseline	2017-18	2018-19*	2019-20*
Overall	63.1%	77.7%	75.53% Meet or exceed county levels	75.53% Meet or exceed county levels

\* Change in target due to new assessment - ELPAC

### EAP

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA	69%	59.72%	61.39%	62.39%
Math	34%	45.49%	45.69%	46.69%

Overall – 1% increase

### LOCAL INDICATORS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriate teacher assignment	100%	Maintain 100%	Maintain 100%	Maintain 100%
Student access to core materials	100%	Maintain 100%	Maintain 100%	Maintain 100%
Facilities in good repair	100%	Maintain 100%	Maintain 100%	Maintain 100%

**IMPLEMENTATION OF THE ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA	100%	100%	100%	100%
Math	100%	100%	100%	100%

**EL Access to and Implementation of CCSS and ELD Standards**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA/ELD	Implementing new ELA/ELD materials	100%	100%	100%

CNUSD has engaged in California’s School Dashboard self-reflection tool on the Local Metrics. Using this tool, to measure the district progress related to the Local Indicators, CNUSD has met the state expectation for Basics (Teachers, Instructional Materials and Facilities), Implementation of Academic Standards and Parent Engagement.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p> <p>[Add Location(s) selection here]</p>
--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA Wide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

## 2017-18 Actions/Services

**Goal 1.1.1 (a-c)**  
High quality staff will provide and support rigorous instruction and programs daily.

- e) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous based instruction daily and support services.
- f) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.
- g) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.

## 2018-19 Actions/Services

**Goal 1.2.1 (a-d)**  
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.

## 2019-20 Actions/Services

**Goal 1.3.1 (a-d)**  
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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a) \$219,161,344 (LCFF)</li> <li>b) \$25,463,488 (LCFF)</li> <li>c) \$70,309,732 (LCFF)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$219,161,344 (LCFF)</li> <li>b) \$25,463,488 (LCFF)</li> <li>c) \$70,309,732 (LCFF)</li> <li>d) \$381,180 (LCFF Supplemental) \$150,000 (Title II)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$268,322,658 (LCFF)</li> <li>b) \$27,248,467 (LCFF)</li> <li>c) \$75,974,004 (LCFF)</li> <li>d) \$381,180 (LCFF Supplemental) \$150,000 (Title II)</li> </ul>
Source	LCFF/Supplemental	LCFF/Supplemental, Title II	LCFF/Supplemental, Title II
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be served selection here]

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 1. 1. 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.

2018-19 Actions/Services

**Goal 1. 2. 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.

2019-20 Actions/Services

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$2,574,940 (LCFF) b) \$800,000 (LCFF/Supplemental) c) \$24,043,912 (LCFF) \$394,622 (LCFF/Supplemental)	a) \$2,574,940 (LCFF) b) \$0 c) \$24,043,912 (LCFF) \$423,272(LCFF/Supplemental)	a) \$2,829,723 (LCFF) b) \$0 (LCFF/Supplemental) c) \$25,397,422 (LCFF) \$447,352 (LCFF/Supplemental)
Source	LCFF, LCFF/Supplemental	LCFF, LCFF/Supplemental	LCFF, LCFF/Supplemental
Budget Reference	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

All Schools

**Actions/Services**

2017-18

Modified

2017-18 Actions/Services

2018-19

Modified

2018-19 Actions/Services

2019-20

Modified

2019-20 Actions/Services

## 2017-18

### Goal 1. 1. 3 (a-f)

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, 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.

## 2018-19

### Goal 1. 2. 3 (a-g)

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, 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

## 2019-20

### 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, 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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$1,800,000(LCFF /Supplemental) b) \$100,000 (LCFF) c) \$200,000 (LCFF Supplemental) d) \$1,571,312 (Title I, Title II, Title III) \$525,987(LCFF Supplemental) e) \$1,771,500 (LCFF Supplemental) f) \$129,998 (LCFF Supplemental)	a) \$1,800,000(LCFF Supplemental) b) \$100,000 (LCFF) c) \$200,000 (LCFF Supplemental) d) \$1,571,312 (Title I, Title II, Title III) \$525,987(LCFF Supplemental) e) \$2,099,901 (LCFF Supplemental) f) \$135,348 (LCFF Supplemental) g) \$300,000 (LCFF Supplemental)	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 Supplemental) e) \$1,914,527 (LCFF Supplemental) f) \$135,226 (LCFF Supplemental) g) \$300,000 (LCFF Supplemental) h) \$0 (LCFF Supplemental)
Source	LCFF Supplemental, Title I, Title II, Title III	LCFF Supplemental, Title I, Title II, Title III	LCFF Supplemental, Title I, Title II, Title III
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

All Schools

**Actions/Services**

2017-18

Modified

2018-19

Modified

2019-20

Modified

## 2017-18 Actions/Services

### Goal 1. 1. 4 (a-d)

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 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.

## 2018-19 Actions/Services

### Goal 1. 2. 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 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.

## 2019-20 Actions/Services

### 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 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$765,998 (LCFF Supplemental) b) \$50,000 (LCFF Supplemental) c) \$1,103,099 (LCFF Supplemental) d) \$150,000 (LCFF Supplemental)	a) \$861,662 (LCFF Supplemental) b) \$50,000 (LCFF Supplemental) c) \$1,103,099 (LCFF Supplemental) d) \$186,000 (LCFF Supplemental) e) \$168,000 (LCFF Supplemental)	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)
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-wide

**Location(s):**

All Schools

**Actions/Services**

2017-18

Unchanged

2018-19

Modified

2019-20

Modified

2017-18 Actions/Services

**Goal 1. 1. 5**

Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA).

2018-19 Actions/Services

**Goal 1. 2. 5**

Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA).

2019-20 Actions/Services

**Goal 1. 3. 5**

Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$865,690 (LCFF/Supplemental)	\$801,520 (LCFF/Supplemental)	\$805,702 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated),3XXX (Benefits)	1XXX (Certificated),3XXX (Benefits)	1XXX (Certificated),3XXX (Benefits)

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All High Schools and Adams ES, Cesar Chavez Academy, Corona Ranch ES, Coronita ES, Garretson ES, Home Gardens Academy, Jefferson ES, McKinley ES, Parkridge ES, Sierra Vista ES, Stallings ES, Vicentia ES, Washington ES, Auburndale Intermediate, Corona Fundamental Intermediate, Raney Intermediate.

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
<b>Goal 1. 1. 6 (a-b)</b> 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.	<b>Goal 1. 2. 6 (a-b)</b> 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.	<b>Goal 1. 3. 6 (a-b)</b> 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$1,610,000 (LCFF/Supplemental) b) \$1,000,000 (Title I)	a) \$1,610,000 (LCFF/Supplemental) b) \$1,000,000 (Title I)	a) \$1,610,000 (LCFF/Supplemental) b) \$1,000,000 (Title I)
Source	LCFF/Supplemental, Title I	LCFF/Supplemental, Title I	LCFF/Supplemental, Title I
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Goal 1. 1. 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.

**Goal 1. 2. 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.

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$167,557 (LCFF/Supplemental) b) \$45,000 (LCFF/Supplemental)	a) \$182,549 (LCFF/Supplemental) b) \$45,000 (LCFF/Supplemental)	a) \$192,881 (LCFF/Supplemental) b) \$90,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

# Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

**Goal 1. 1. 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.

**2018-19 Actions/Services**

**Goal 1. 2. 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.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$300,000 (LCFF/Supplemental)	\$300,000 (LCFF/Supplemental)	\$300,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

**Goal 1.1.9**

Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth

#### 2018-19 Actions/Services

**Goal 1.2.9**

Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth

#### 2019-20 Actions/Services

**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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000 (LCFF) \$85,000 (LCFF/Supplemental)	\$90,000 (LCFF) \$331,179 (LCFF/Supplemental)	\$90,000 (LCFF) \$331,179 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

# Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools grades 4-6

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 1. 1.10**

Provide support for VAPA programs with additional funding to by supplies.

2018-19 Actions/Services

**Goal 1. 2. 10**

Design a Comprehensive Arts program for Elementary Schools.

2019-20 Actions/Services

**Goal 1. 3. 10**

Design a Comprehensive Arts program for Elementary Schools.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000 (LCFF/Supplemental)	\$808,414 (LCFF/Supplemental)	\$1,040,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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: 1, 2, 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 2*

### Identified Need:

CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career.

The following needs were identified because of reviewing data on state and local metrics:

#### State Assessment Results

##### CAASPP Data

Percent of students who met or exceeded standards

	<u>English Language Arts 2017</u>	<u>English Language Arts 2018</u>	<u>Math 2017</u>	<u>Math 2018</u>
<b>Overall</b>	59%	61.39%	45.49%	45.69%
	<u>Graduation Rate 2017</u>		<u>Graduation Rate 2018</u>	
<b>Overall</b>	97.4%		93.8%	
	Revised methodology: 93.2%			
	<u>High School Dropout Rate 2017</u>		<u>High School Dropout Rate 2018</u>	
<b>Overall</b>	0.8%		3.2%	

Appropriate Teacher Assignment (based on Williams visit data)

- 14/15 –100%
- 15/16 –100%
- 16/17 –100%
- 17/18 – 100%

Student Access to Core Materials (based on Williams visit data)

- 14/15 –100%
- 15/16 –100%
- 16/17 –100%
- 17/18 – 100%

Facilities in Good Repair (based on Williams visit data)

- 14/15 –100%
- 15/16 –100%
- 16/17 –100%
- 17/18 – 100%

#### English Learner Reclassification Rate

14/15 –12.9%

15/16 –13.5%

16/17 –11%

17/18 – 100%

#### Implementation of the Academic Content and Performance Standards Adopted by the State Board

14/15 –100%

15/16 –100%

16/17 –100%

17/18 – 100%

#### English Learner Access to CCSS and ELD Standards for Purposed to Gaining Academic Content Knowledge and English Language Proficiency

14/15 – Transitioning into ELA/ELD standards

15/16 – Piloting ELA/ELD materials in preparation for adoption and implementing standards

16/17 – Implementing new ELA/ELD materials

## Expected Annual Measurable Outcomes

### ENGLISH

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	ELA - 59% High - Increased	ELA - 59.72%	ELA - 61.39%	ELA - 62.39%
Hispanic	ELA - 50% Low - Increased	ELA - 50.72%	ELA - 53.10%	ELA - 55.10%
English Learners	ELA - 16% Low - Increased	ELA - 14.91%	ELA - 18.41%	ELA - 20.41%
Low Income	ELA - 47% Low - Increased	ELA - 46.15%	ELA - 48.96%	ELA - 50.96%
Foster Youth	N/A	ELA - 31.40%	ELA - 31.9%	ELA - 33.9%
African American	ELA - 55% Medium - Increased	ELA - 55.28%	ELA - 54.52%	ELA - 56.52%
Special Education	ELA - 14% Very low - Increased	ELA - 16.20%	ELA - 48.96%	ELA - 50.96%
RFEP	ELA - 74.01%**	N/A	ELA - 74.01%**	ELA - 76.01%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

\*\* After conducting analysis of the data, this metric was added.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

Special Education – 2% increase

RFEP – 2% increase

## MATH

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	MATH - 43% Medium - Increased	MATH - 45.49%	MATH – 45.69%	MATH – 46.69%
Hispanic	MATH - 33% Low - Increased	MATH - 34.77%	MATH - 35.09%	MATH – 37.09%
English Learners	MATH - 13% Low - Increased	MATH - 14.98%	MATH - 15.66%	MATH – 17.66%
Low Income	MATH - 30% Low - Increased	MATH - 31.94%	MATH – 32.52%	MATH – 34.52%
Foster Youth	N/A	MATH – 23.3%	MATH – 20.3%	MATH – 22.3%
African American	MATH – 34% Low - Increased	MATH - 34.86%	MATH - 34.84%	MATH - 36.84%
Special Education	MATH - 11% Very Low - increased	MATH - 12.18%	MATH - 11.94%	MATH – 13.94%
RFEP	MATH -- 53.99% **	N/A	MATH – 53.99%**	MATH – 55.99%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

\*\* After conducting analysis of the data, this metric was added.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

Special Education – 2% increase

RFEP – 2% increase

### A-G COMPLETION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	50.2%	52.25%	57.16%	58.16%
Hispanic	40.8%	44.02%	48.07%	50.07%
RFEP	N/A	51.55%	55.71%	57.71%
English Learners	3.3%	3.86%	5.6%	7.6%
Low Income	39.3%	41.52%	46.11%	48.11%
Foster Youth	N/A	16.67%	13.64%	15.64%
African American	50.5%	51.14%	57.51%	59.51%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

Overall – 1% increase

Hispanic – 2% increase

English Learners – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

### AP PARTICIPATION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	5,440	4606 / 25.81%	27.41%	*
Hispanic	2,322	1934 / 20.94%	22.12%	*
RFEP	1,377	1116 / 27.41%	30.11%	*
Low Income	1,928	1499 / 19.27%	21.45%	*
Foster Youth	12	8 / 5.06%	5.96%	*
African American	404	300 / 22.37%	24.8%	*

\* Decisions were made to eliminate the AP Participation in Classes metric and to add several metrics. Questions arose as we analyzed CNUSD data for students in AP classes and identified that we did not meet our goals for this particular area over the last few years. As a result of the root cause analysis, it was determined that while the numbers of students enrolled in AP classes were not growing, the numbers of students in other classes presenting college level course work was rising. For example, in 2017, the numbers of students in Dual Enrollment were 78 and this program was held at one school in the district. In 2018, the number of students grew to almost 300 and the Dual Enrollment courses were offered at three more high schools. The consensus of the team studying this was that our focus for student enrollment in college level courses needed to expand to include all programs/initiatives such as AP, Dual Enrollment, College Level IB and students at our Middle College High School who are attending college classes at Norco College. By doing so, we can more accurately measure students enrolled in rigorous college level work in CNUSD. Additional new metrics for the upcoming year, 2019-20 include College Course Success Rate and College and Career Ready Indicator (Prepared) Growth Rate

**AP, IB OR COLLEGE COURSE PARTICIPATION\***

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	30.63%	N/A	30.63%	31.63%
Hispanic	24.96%	N/A	24.96%	26.96%
RFEP	33.54%	N/A	33.54%	35.54%
Low Income	24.49%	N/A	24.49%	26.49%
Foster Youth	8.00%	N/A	8.00%	10.00%
African American	28.03%	N/A	28.03%	30.03%

\* New metric for 2019 – 2020

Overall – 1% increase

Hispanic – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

**PARTICIPATION IN AP TESTS**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20*
Overall	3781	3643 / 79.09%	77.25%	77.75%
Hispanic	1472	1460 / 75.49%	71.47%	72.47%
RFEP	967	899 / 80.56%	77.36%	78.36%
Low Income	1265	1179 / 78.65%	75.32%	76.32%
Foster Youth	9	6 / 75.00%	77.78%	78.78%
African American	239	207 / 69.00%	71.17%	72.17%

\* After conducting analysis of the data, the expected growth targets have been adjusted.

Overall – 1% increase

Hispanic – 2% increase

RFEP – 2% increase

Low Income – 2% increase

Foster Youth – 2% increase

African American – 2% increase

**AP, IB or College Course – Success Rate**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	93.64%	N/A	93.64%	94.14%
Hispanic	90.63%	N/A	90.63%	91.63%
EL	92.03%	N/A	92.03%	93.03%
Low Income	90.78%	N/A	90.78%	91.78%
Foster Youth	66.67%	N/A	66.67%	67.67%
African American	93.10%	N/A	93.10%	94.10%
RFEP	93.64%	N/A	93.64%	94.64%

\* New metric for 2019 – 2020

Overall – 0.5% increase

Hispanic – 1% increase

EL – 1% increase

Low Income – 1% increase

Foster Youth – 1% increase

African American – 1% increase

RFEP – 2% increase

**COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE\***

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	51.7%	N/A	51.7%	52.7%
Hispanic	42.5%	N/A	42.5%	44.5%
EL	12.4%	N/A	12.4%	14.4%
Low Income	41.7%	N/A	41.7%	43.7%
Foster Youth	16.0%	N/A	16.0%	18.0%
African American	43.0%	N/A	43.0%	45.0%
RFEP	N/A	N/A	N/A	N/A

\* New metric for 2019 – 2020  
 Overall – 1% increase  
 Hispanic – 2% increase  
 English Learners – 2% increase  
 Low Income – 2% increase  
 Foster Youth – 2% increase  
 African American – 2% increase  
 RFEP – 2% increase

**AP PASS RATE**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	53.4%	54.68%	58.28% Meet or exceed county levels	58.28% Meet or exceed county levels

**EL RECLASSIFICATION RATE**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	11%	11%	6.4% Meet or exceed county levels	6.4% Meet or exceed county levels

**EL PROGRESS TOWARD ENGLISH PROFICIENCY**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	63.1%	77.7%	75.53% Meet or exceed county levels	75.53% Meet or exceed county levels

**EAP**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA	69%	69.87%	61.39%	62.39%
Math	34%	40.64%	45.69%	46.69%

Overall – 1% increase

### LOCAL INDICATORS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriate teacher assignment	100%	Maintain 100%	Maintain 100%	Maintain 100%
Student access to core materials	100%	Maintain 100%	Maintain 100%	Maintain 100%
Facilities in good repair	100%	Maintain 100%	Maintain 100%	Maintain 100%

### IMPLEMENTATION OF THE ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA	100%	100%	100%	100%
Math	100%	100%	100%	100%

### EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA/ELD	Implementing new ELA/ELD materials	100%	100%	100%

CNUSD has engaged in California's School Dashboard self-reflection tool on the Local Metrics. Using this tool, to measure the district progress related to the Local Indicators, CNUSD has met the state expectation for Basics (Teachers, Instructional Materials and Facilities), Implementation of Academic Standards and Parent Engagement.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: grades 9 -12

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

## 2017-18 Actions/Services

### Goal 2. 1. 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.(existing in 16/17 LCAP)
- 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 (existing in 16/17 LCAP).
- c) Expand the Puente program to support English Learner students and Hispanic students.
- d) Support Dual Enrollment with Norco College.

## 2018-19 Actions/Services

### Goal 2. 2. 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.

## 2019-20 Actions/Services

### 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$100,000 (LCFF/Supplemental) b) \$700,000 (LCFF/Supplemental) c) \$10,000 (LCFF/Supplemental) d) \$40,000 (LCFF/Supplemental)	a) \$110,000 (LCFF/Supplemental) b) \$600,000 (LCFF/Supplemental) c) \$20,000 (LCFF/Supplemental) d) \$40,000 (LCFF/Supplemental)	a) \$110,000 (LCFF/Supplemental) b) \$500,000 (LCFF/Supplemental) c) \$20,000 (LCFF/Supplemental) d) \$140,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 2. 1. 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 together 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.

**2018-19 Actions/Services**

**Goal 2. 2. 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 together 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.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a) \$10,000 (McKinney Vento) b) \$10,000 (Title I) \$465,378 (LCFF/Supplemental)	a) \$10,000 (McKinney Vento) b) \$10,000 (Title I)	a) \$10,000 (Title IV) b) \$10,000 (Title I)
<b>Source</b>	LCFF/Supplemental, McKinney Vento, Title I	LCFF/Supplemental, McKinney Vento, Title I	Title IV, Title I
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

**Goal 2. 1. 3**

Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI and Foster Youth.

**2018-19 Actions/Services**

**Goal 2. 2. 3**

Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI and Foster Youth.

**2019-20 Actions/Services**

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2,400,379 (LCFF/Supplemental)	\$2,400,379 (LCFF/Supplemental)	\$2,400,379 (LCFF/Supplemental)
<b>Source</b>	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 2. 1. 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, and 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, 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.

**2018-19 Actions/Services**

**Goal 2. 2. 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, and 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, 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.

**2019-20 Actions/Services**

**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, and 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, 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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$1,242,363 (LCFF/Supplemental) b) \$3,714,905 (LCFF/Supplemental) c) \$1,529,732 (LCFF/Supplemental)	a) \$1,264,117 (LCFF/Supplemental) b) \$4,990,993 (LCFF/Supplemental) c) \$1,647,975 (LCFF/Supplemental)	a) \$1,242,363 (LCFF/Supplemental) b) \$6,598,267 (LCFF/Supplemental) c) \$1,646,231 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

# Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: grades 9-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 2. 1. 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.

**2018-19 Actions/Services**

**Goal 2. 2. 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.

**2019-20 Actions/Services**

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$130,977 (LCFF/Supplemental) b) \$147,000 (LCFF/Supplemental)	a) \$205,711 (LCFF/Supplemental) b) \$147,000 (LCFF/Supplemental)	a) \$260,689 (LCFF/Supplemental) b) \$147,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riverview and Sierra Vista Elementary Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

**Goal 2. 1. 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.

#### 2018-19 Actions/Services

**Goal 2. 2. 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.

#### 2019-20 Actions/Services

**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. Additional support is no longer necessary for these schools.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000 (LCFF Supplemental)	\$40,000 (LCFF Supplemental)	\$0 (LCFF Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

# Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Auburndale Intermediate

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

**Goal 2.1.7**

Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students.

### 2018-19 Actions/Services

**Goal 2.2.7**

Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students.

### 2019-20 Actions/Services

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,147 (LCFF Supplemental)	\$428,992 (LCFF Supplemental)	\$442,217 (LCFF Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

## 2017-18 Actions/Services

### Goal 2. 1. 8 (a-d)

Intervention materials and supports will be provided in ELA and Math:

- a) Materials, such as iReady, will be provided to elementary schools 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) Interventions will be provided principally directed toward English Learners, Low Income students and foster Youth such as iStation.

## 2018-19 Actions/Services

### Goal 2. 2. 8 (a-d)

Intervention materials and supports will be provided in ELA and Math:

- a) Materials, such as iReady, will be provided to grades 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. Supplemental Materials will be identified and purchased for elementary 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

## 2019-20 Actions/Services

### 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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a) \$674,820 (LCFF Supplemental)</li> <li>b) \$70,000 (LCFF Supplemental)</li> <li>c) \$280,000 (LCFF Supplemental)</li> <li>d) \$530,000 (LCFF/Supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$876,820 (LCFF Supplemental)</li> <li>b) \$270,000 (LCFF Supplemental)</li> <li>c) \$280,000 (LCFF Supplemental)</li> <li>d) \$479,359 (LCFF Supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>a) \$856,820 (LCFF Supplemental)</li> <li>b) \$100,000 (LCFF Supplemental)</li> <li>c) \$450,000 (LCFF Supplemental)</li> <li>d) \$200,000 (LCFF Supplemental)</li> </ul>
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: grades 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

**Goal 2. 1. 9**

Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers.

#### 2018-19 Actions/Services

**Goal 2. 2. 9**

Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers.

#### 2019-20 Actions/Services

**Goal 2. 3. 9**

Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers. As a digital has been created, audits are no longer necessary.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000 (LCFF Supplemental)	\$10,000 (LCFF Supplemental)	\$0 (LCFF Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

# Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

**Goal 2. 1. 10**

Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners

**2018-19 Actions/Services**

**Goal 2. 2. 10**

Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners

**2019-20 Actions/Services**

**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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000 (LCFF Supplemental)	\$10,000 (LCFF Supplemental)	\$10,000 (LCFF Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

# Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 2. 1. 11 (a-b)**  
 AVID and personnel supports will be provided TK-12:

- 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.

**2018-19 Actions/Services**

**Goal 2. 2. 11 (a-b)**  
 AVID and personnel supports will be provided TK-12:

- 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.

**2019-20 Actions/Services**

**Goal 2. 3. 11 (a-b)**  
 AVID and personnel supports will be provided TK-12:

- 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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a) \$60,000 (LCFF/Supplemental) b) \$1,636,243 (LCFF/Supplemental)	a) \$220,311 (LCFF/Supplemental) b) \$2,136,243 (LCFF/Supplemental)	a) \$91,485 (LCFF/Supplemental) b) \$2,136,243 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)

# Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

## 2017-18 Actions/Services

### **Goal 2. 1. 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.

## 2018-19 Actions/Services

### **Goal 2. 2.12 (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.

## 2019-20 Actions/Services

### **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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$65,932 (LCFF/Supplemental) \$65,932 (Title III) b) \$101,404 (LCFF/Supplemental) c) \$758,321 (LCFF/Supplemental) d) \$1,382,221 (LCFF) e) \$23,949,929 (LCFF) f) \$1,522,769(LCFF/Supplemental)	a) \$68,648 (LCFF/Supplemental) \$68,648 (Title III) b) \$106,336 (LCFF/Supplemental) c) \$758,321 (LCFF/Supplemental) d) \$1,382,221 (LCFF) e) \$23,949,929 (LCFF) f) \$1,712,342 (LCFF/Supplemental)	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)
Source	LCFF/Supplemental, Title III	LCFF, LCFF/Supplemental, Title III	LCFF, LCFF/Supplemental, Title I
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)

# Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 2. 1. 13**

Activity will begin in 2018-19

2018-19 Actions/Services

**Goal 2. 2. 13**

Additional Support for At-Risk Students

2019-20 Actions/Services

**Goal 2. 3. 13**

Additional Support for At-Risk Students to include supplemental resources

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (LCFF/Supplemental)	\$0 (LCFF Supplemental)	\$222,537 (LCFF Supplemental)
Source	\$0 LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	\$0 (LCFF/Supplemental)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7  
 Local Priorities: *CNUSD Strategic Plan Goal 3*

### Identified Need:

CNUSD has a strong culture of providing multiple pathways for the students we serve providing an exemplary program. Over the last several years, the program has continued to increase the number of Industry Sectors, Pathways and percentage of students who completed capstone courses. As the program has been built out over the last 5 years, needs for focus have shifted. Given this growth and changes in the state's College and Career Indicator, there is a need to focus on numbers of students who complete a two-year pathway with particular attention on the progress of students who are English Learners, Socioeconomically Disadvantaged and Foster Youth.

	<u>12/13</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>	<u>17/18</u>	<u>18/19</u>
<i># of Industry Sectors</i>	6	7	7	12	14	14	14
<i># of Pathways</i>	10	11	14	20	24	33	33
<i># of Courses</i>	223	204	211	224	267	312	312
<i>Percentage of Students Enrolled in CTE Completing Capstone Courses</i>	92.89%	91.74%	100%	100%	100%	100%	100%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of Industry Sectors	14	14	14	*
# of Pathways	24	33	33	*
# of Courses	267	312	312	*
% of Students Enrolled in CTE Completing Capstone Courses	100%	100%	100%	*

\*CNUSD has built out the number of courses and pathways, along with the focus on students completing capstone courses. After root-cause analysis, the decision was made to shift focus from current metric to students who are 2-year pathway completers.

### Two-Year CTE Pathway Completers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	726	N/A	726	733
Hispanic	315	N/A	315	318
African American	37	N/A	37	38
Low Income	287	N/A	287	290
Foster Youth	0	N/A	0	1
SWD	122	N/A	122	124
EL	49	N/A	49	50
REFP	139	N/A	139	141
Male	405	N/A	405	409
Female	321	N/A	321	325

**New Metric for 19/20**

**\*\* Increase by 1% yearly**

*Analysis of the metrics throughout the CNUSD LCAP have been completed and the decision was made to replace the metric for Goal 3. That is, to measure the numbers of students who are completing a 2-year CTE pathway to be more consistent with the College and Career Indicator.*

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

#### Goal 3. 1. 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

### 2018-19 Actions/Services

#### Goal 3. 2. 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

### 2019-20 Actions/Services

#### Goal 3. 3. 1

CNUSD will continue to develop CTE metrics as part of the CNUSD Academic Achievement Index. The key indicator is the percentage of students who complete a two-year, as measured by the CCI. 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.

Refine the GRADUATE FOLLOW UP SYSTEM

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000 (LCFF/Supplemental)	\$15,000 (LCFF/Supplemental)	\$15,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	5XXX (Contracted)	5XXX (Contracted)	5XXX (Contracted)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

**Goal 3. 1. 2**

Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first-year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

**Goal 3. 2. 2**

Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first-year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

**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 License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000 (LCFF/Supplemental)	\$75,000 (LCFF/Supplemental)	\$75,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	5XXX (Contracted)	5XXX (Contracted)	5XXX (Contracted)

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 3. 1. 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.

2018-19 Actions/Services

**Goal 3. 2. 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.

2019-20 Actions/Services

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$115,000 (CTE FUNDING)	\$115,000 (CTE Funding) \$50,000 (LCFF Supplemental)	\$250,000 (CTE Funding) \$10,000 (LCFF Supplemental)
Source	CTE Funding	CTE Funding, LCFF Supplemental	CTE Funding, LCFF Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

**Goal 3. 1. 4**

Monitor and support English Learner students, Low Income students and Foster Youth students for enrollment and successful completion of capstone courses.

#### 2018-19 Actions/Services

**Goal 3. 2. 4**

Monitor and support English Learner students, Low Income students and Foster Youth students for enrollment and successful completion of capstone courses.

#### 2019-20 Actions/Services

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000 (LCFF/Supplemental)	\$5,000 (LCFF/Supplemental)	\$5,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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: 7

Local Priorities: *CNUSD Strategic Plan Goal 4*

### Identified Need:

CNUSD has a strong culture of providing multiple pathways for the students we serve, especially the unduplicated students, as evidenced by course offerings in 14 of 15 Industry Sectors at our high schools. Data indicates the need to increase the numbers of unduplicated students enrolled in and completing CTE pathways and to increase the amount of CTE courses and pathways offered for students. As the College and Career Indicator continues to add components, it is important for CNUSD to add a metric focused on numbers of students who have completed Industry Certifications which will give us information as to program effectiveness.

## Expected Annual Measurable Outcomes

### CTE PARTICIPATION

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	14,843	15,140 (8,071)*	6,521	6,651
Hispanic	7,549	7,700 (4,132)*	3,472	3,541
African American	1,035	1,056 (527)*	434	443
Low Income	5,026	5,126 (3,783)*	2,811	2,867
Foster Youth	176	180 (87)*	52	53
SWD	1,946	1,985 (1,327)*	1,078	1,100
EL	979	999 (647)*	630	643
REFP	3,267	3,332 (1,626)*	1,528	1,559
Male	8,793	8,969 (4,879)*	4,294	4,380
Female	6,050	6,171 (3,192)*	2,227	2,272

\*\* Increase by 2% yearly

\*Goals were entered incorrectly and were reset 18/19 and 19/20 based on 17/18 data

### Industry Certification Completers (Unduplicated)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	773	N/A	773	781
Hispanic	302	N/A	302	305
African American	41	N/A	41	42
Low Income	255	N/A	255	258
Foster Youth	0	N/A	0	1
SWD	46	N/A	46	47
EL	23	N/A	23	24
REFP	153	N/A	153	155
Male	399	N/A	399	403
Female	374	N/A	374	378

**New Metric for 19/20**

**\*\*Increase by 1% yearly**

*Analysis of the current metrics in the CNUUSD LCAP has occurred and several changes will be in place for the 2019-20 LCAP. In the past, we have measured the numbers of students in CTE classes and will shift focus to measuring the percent of students who are obtaining an industry recognized certification to be more in line with the College and Career Indicator.*

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 4. 1. 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. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways.

**2018-19 Actions/Services**

**Goal 4. 2. 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. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$550,000 (Corona STEM & eSTEM - CTE Funding) \$15,000 (PLTW Training – no stipends, LCFF/Supplemental) \$30,000 (PLTW Biomedical, LCFF/Supplemental)	\$100,000 (CTE Funding) \$135,000 (LCFF/Supplemental)	\$500,000 (CTE Funding) \$50,000 (LCFF/Supplemental)
<b>Source</b>	CTE Funding, LCFF/Supplemental	CTE Funding, LCFF/Supplemental	CTE Funding, LCFF/Supplemental
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 4. 1. 2**

Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA and Medical Sciences.

2018-19 Actions/Services

**Goal 4. 2. 2**

Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA and Medical Sciences.

2019-20 Actions/Services

**Goal 4. 3. 2**

Support and expand middle school/intermediate school career pathways, PLTW-Gateway and Medical Sciences.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<p>\$70,000 (Gateway Equip/Supplies, Info Tech [MESA] – CTE Funding)</p> <p>\$15,000 (PLTW/Gateway Training [no stipend], MESA - LCFF/Supplemental)</p> <p>\$20,000 (Health Science &amp; Medical Technology Industry Sector at RHIS, ARIS. AIS, CCA, CHIS - LCFF/Supplemental)</p>	<p>\$15,000 (CTE Funding)</p> <p>\$55,000(LCFF/Supplemental)</p> <p>\$32,700 (LCFF/Supplemental)</p>	<p>\$35,000 - CTE Funding</p> <p>\$34,750 (LCFF/Supplemental)</p>
<b>Source</b>	CTE Funding, LCFF/Supplemental	CTE Funding, LCFF/Supplemental	CTE Funding, LCFF/Supplemental
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**Goal 4. 1. 3**

Pathway Support (equipment, supplies and training).

2018-19 Actions/Services

**Goal 4. 2. 3**

Pathway Support (equipment, supplies and training).

2019-20 Actions/Services

**Goal 4. 3. 3**

Pathway Support (equipment, supplies and training)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$3,000,000 (CTE Funding) \$30,000 (LCFF/Supplemental)	\$1,500,000 (CTE Funding) \$0 (LCFF/Supplemental)	\$1,500,000 (CTE Funding) \$0 LCFF/Supplemental)
<b>Source</b>	CTE Funding, LCFF/Supplemental	CTE Funding, LCFF/Supplemental	CTE Funding
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

**Goal 4. 1. 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

### 2018-19 Actions/Services

**Goal 4. 2. 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

### 2019-20 Actions/Services

**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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$132,000 CTE Funding	\$132,000 CTE Funding	\$250,000 CTE Funding
<b>Source</b>	CTE Funding	CTE Funding	CTE Funding
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 4. 1. 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.

2018-19 Actions/Services

**Goal 4. 2. 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.

2019-20 Actions/Services

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<p>\$1,232,715 (RCOE-CTE 10.33 FTE, one Director of CTE, one Raney STEM FTE)</p> <p>\$140,684 (One NHS Ag Chemistry FTE) (LCFF/Supplemental)</p>	<p>\$1,329,603 (LCFF/Supplemental)</p> <p>\$151,448 (LCFF/Supplemental)</p>	<p>\$1,516,467 (LCFF/Supplemental)</p> <p>\$161,284 (LCFF/Supplemental)</p> <p>\$150,000 (CTE Funding)</p>
<b>Source</b>	<p>(LCFF/Supplemental, RCOE-CTE 10.33 FTE, one Director of CTE, one Raney STEM FTE I, One NHS Ag Chemistry FTE)</p>	<p>(LCFF/Supplemental)</p>	<p>(LCFF/Supplemental, CTE)</p>
<b>Budget Reference</b>	<p>1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)</p>	<p>1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)</p>	<p>1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)</p>

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

#### 2017-18 Actions/Services

**Goal 4. 1. 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.

#### 2018-19 Actions/Services

**Goal 4. 2. 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.

#### 2019-20 Actions/Services

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$30,000 CTE \$10,000 LCFF/Supplemental	\$54,500 CTE \$38,750 LCFF/Supplemental	\$54,000 CTE \$20,000 LCFF/Supplemental
<b>Source</b>	CTE, LCFF/Supplemental	CTE, LCFF/Supplemental	CTE, LCFF/Supplemental
<b>Budget Reference</b>	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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: 5, 6

Local Priorities: *CNUSD Strategic Plan Goal 3*

### Identified Need:

Results from the 2018 LCAP Community survey indicate that the Corona-Norco Community places a high degree of importance on regular daily attendance at school. 89% of the community placed this as a top priority to support student achievement. Applied survey research found that early absences correlate with reading difficulties and poor attendance patterns in later years. One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance.

The Panorama Survey was given to students in grades 4, 7, and 8 during the 2017-2018 school year. The Panorama Survey is designed to measure Student Social Emotional Learning environment. A total of 10,073 students participated in the survey. The highest percentages favorable were seen in the areas of Knowledge and Fairness of Discipline, Rules and Norms, along with a Climate of Support for Academic Learning. Students cited less favorable results in the areas of Sense of Belonging (School Connectedness) and Safety. The 2017-2018 student survey provided us with baseline data and will be administered again next year in order to continue to inform our work in the area of Social Emotional Learning Environment.



### HIGH SCHOOL DROPOUT RATES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	2.6%%	0.8%	3.2%	3.2%

**\*\*Maintain or decrease current levels**

### HIGH SCHOOL GRADUATION RATES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	94.8%	97.4%	93.8% *Methodology revised	93.8%

**\*\*Maintain or increase current levels**

### CHRONIC ABSENTEE RATE

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	9.5%	7.8%	7.55%	7.35%
Hispanic	10.2%	8.7%	8.2%	7.7%
English Learners	9.1%	7.3%	6.8%	6.3%
RFEP	7.9%	8.1%	7.6%	7.1%
Low Income	11.8%	10.3%	9.8%	9.3%
Foster Youth	17.5%	17.2%	16.2%	15.2%
African American	10.3%	9.2%	8.7%	8.2%
Special Education	14.6%	12.8%	11.8%	10.8%

Overall – 0.25% decrease

Hispanic – 0.5% decrease

EL – 0.5% decrease

RFEP – 0.5% decrease

Low Income – 0.5% decrease  
 African American – 0.5% decrease  
 Foster Youth – 1.0% decrease  
 SPED – 1.0% decrease

### SUSPENSION RATES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	2.7% Low - Maintained	2.9%	2.7%	2.7%

**\*\*Maintain or decrease current levels**

### EXPULSION RATES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	0.2%	0.13%	0.13%	0.13%

**\*\*Maintain or decrease current levels**

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**Goal 5. 1. 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.

2018-19 Actions/Services

**Goal 5. 2. 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.

2019-20 Actions/Services

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000 (LCFF/Supplemental)	\$40,000 (LCFF/Supplemental)	\$20,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	4XXX (Materials)	4XXX (Materials)	4XXX (Materials)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 2**

Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the “Teen Talk” program. 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.

**2018-19 Actions/Services**

**Goal 5. 2. 2**

Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4<sup>th</sup> Graders. Support 7<sup>th</sup> and 8<sup>th</sup> grade students with the “Teen Talk” program. Implement a Social Emotional Learning Survey via Panorama to all 4<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. Expansion of the SEL survey will continue the following school year.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$310,000 (LCFF/Supplemental)	\$210,000 (LCFF/Supplemental)	<ul style="list-style-type: none"> <li>a. \$ 72,260 (LCFF/Supplemental)</li> <li>b. \$ 35,000 (LCFF/Supplemental)</li> <li>c. \$ 5,000 (LCFF/Supplemental)</li> <li>d. \$ 21,000 (LCFF/ Supplemental)</li> </ul>
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 3**  
 Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin work with Cohort 3 schools including training staff and administrators.

Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.

Continue the implementation of, “Boys Town Training” for teachers and Intense Intervention (II) programs

**2018-19 Actions/Services**

**Goal 5. 2. 3**  
 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.

Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.

Implement, “Boys Town Training” for teachers and Intense Intervention (II) programs

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,015,000 (LCFF/Supplemental)	\$1,015,000 (LCFF/Supplemental)	a. \$1,000,000 (LCFF/Supplemental) b. \$300,000 (LCFF/Supplemental) c. \$50,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 9-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 4**

Provide ongoing Safety and Violence Prevention. Counselors at the Five Comprehensive High Schools and Continuation High School.

**2018-19 Actions/Services**

**Goal 5. 2. 4**

Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School. Implement Safety Programs districtwide, "Be a Buddy not a Bully" and training in Mental Health.

**2019-20 Actions/Services**

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$752,488 (LCFF/Supplemental)	\$854,295 (LCFF/Supplemental)	a. \$763,918 (LCFF/Supplemental) b. \$0
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

**Goal 5. 1. 5**

Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's.

#### 2018-19 Actions/Services

**Goal 5. 2. 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.

#### 2019-20 Actions/Services

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$966,893 (LCFF/Supplemental)	\$1,015,238 (LCFF/Supplemental)	\$1,058,238 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	2XXX (Classified), 3XXX (Benefits)	2XXX (Classified), 3XXX (Benefits)	2XXX (Classified), 3XXX (Benefits)

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Orange Grove Alternative High School

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 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.

**2018-19 Actions/Services**

**Goal 5. 2. 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.

**2019-20 Actions/Services**

**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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$68,393(LCFF/Supplemental) \$68,393 (Title III)	\$71,259 (LCFF/Supplemental) \$71,259 (Title III)	\$72,196 (LCFF/Supplemental) \$71,259 (Title III)
Source	LCFF/Supplemental, Title III	LCFF/Supplemental, Title III	LCFF/Supplemental, Title III
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 7**

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.

Hire four additional elementary counselors to support schools with high poverty/unduplicated LCFF subgroups. Hire one additional counselor for Corona High School.

**2018-19 Actions/Services**

**Goal 5. 2. 7**

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.

An additional counselor will be assigned to support Foster Youth. An additional counselor will be support EL, Foster Youth and Low Income students.

**2019-20 Actions/Services**

**Goal 5. 3. 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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,714,042 (LCFF/Supplemental)	c) \$2,351,755 (LCFF/Supplemental) d) \$240,000 (LCFF/Supplemental)	a) \$2,551,923 (LCFF/Supplemental) b) \$146,312 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)	1XXX (Certificated), 3XXX (Benefits)

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 8**  
 Support mental health in district schools by implementing the following:

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.

Maintain School Nurse to support the physical and mental health of our students. Additional nursing services will be provided through contracted services.

Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6.

**2018-19 Actions/Services**

**Goal 5. 2. 8**  
 Support mental health in district schools by implementing the following:

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.

Maintain School Nurse to support the physical and mental health of our students. Additional nursing services will be provided through contracted services.

Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$921,000 (LCFF/Supplemental)	\$921,000 (LCFF/Supplemental)	a. \$300,000 (LCFF/Supplemental) b. \$300,000(LCFF/Supplemental) c. \$466,110 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted)

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 9-12\_

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**Goal 5. 1. 9**

Provide support for UNITY programs in the district to support students in the area of social-emotional growth.

2018-19 Actions/Services

**Goal 5. 2. 9**

Provide support for UNITY programs in the district to support students in the area of social-emotional growth.

2019-20 Actions/Services

**Goal 5. 3. 9**

Provide support for UNITY programs in the district to support students in the area of social-emotional growth.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000 (LEA MAA)	\$45,000 (LEA MAA)	\$45,000 (LEA MAA)
Source	LEA MAA	LEA MAA	LEA MAA
Budget Reference	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

# Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 9-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

**Goal 5. 1. 10**

Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.

**2018-19 Actions/Services**

**Goal 5. 2. 10**

Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.

**2019-20 Actions/Services**

**Goal 5. 2. 10**

Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2,000 (LCFF/Supplemental)	\$2,000 (LCFF/Supplemental)	\$0 (LCFF/Supplemental)
<b>Source</b>	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
<b>Budget Reference</b>	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 6

Goal 6: Establish family and school partnerships that build solid relationships between school and family.

### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: *CNUSD Strategic Plan Goal 3*

### Identified Need:

Parent surveys and parents involved in committees, particularly parents of unduplicated count students and parents of students with special needs indicate a need to increase communication and strengthen partnerships between schools and families. From our LCAP Community Survey, 94% of our respondents report that parent communication is important.

## Expected Annual Measurable Outcomes

### PARENT INVOLVEMENT

Numbers of parents represented below are inclusive of unduplicated students and students with exceptional needs. These parents attended workshops, trainings and gave input in surveys.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall	7,500	9,730	12,903	12,903

### PARENT SATISFACTION/CLIMATE SURVEY

Survey results are inclusive of unduplicated students and students with exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School is an inviting place to learn	94%	95%	88%	88%
School encourages students of all races to enroll in challenging courses	78%	80%	69%	69%
School welcomes parent input and contribution	78%	80%	67%	67%

**\*\*Maintain or increase parent satisfaction**

### TEACHER SATISFACTION/CLIMATE SURVEY

Survey results are inclusive of unduplicated students and students with exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Welcoming environment at the school site	88%%	89%	94%	94%
Safe school and classroom environment	100%	100%	95%	95%
Developing a school site anti-bullying plan that addresses bullying at all levels	82%	83%	92%	92%

**\*\*Maintain or increase teacher satisfaction**

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

**Goal 6. 1. 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 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
- Family Friendly Schools Workshops
- Provide support for Parent Information Nights
- Mentorship (middle schools)

2018-19 Actions/Services

**Goal 6. 2. 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
- Family Friendly Schools Workshops
- Provide support for Parent Information Nights
- Mentorship (middle schools)
- Additional Services

2019-20 Actions/Services

**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
- Family Friendly Schools Workshops
- Provide support for Parent Information Nights
- Mentorship (middle schools)
- Additional Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$25,000 (LCFF/Supplemental)	\$25,000 (LCFF/Supplemental)	\$0 (LCFF/Supplemental)
<b>Source</b>	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
<b>Budget Reference</b>	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)	4XXX (Materials), 5XXX (Contracted)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

**Goal 6. 1. 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

### 2018-19 Actions/Services

**Goal 6. 2. 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

### 2019-20 Actions/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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$885,024 (LCFF/Supplemental)	\$885,024 (LCFF/Supplemental)	\$910,000 (LCFF/Supplemental)
Source	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
Budget Reference	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

**Goal 6. 1. 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-

**2018-19 Actions/Services**

**Goal 6. 2. 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.

**2019-20 Actions/Services**

**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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$5,000 (LCFF/Supplemental)	\$1,500 (LCFF/Supplemental)	\$1,500 (LCFF/Supplemental)
<b>Source</b>	LCFF/Supplemental	LCFF/Supplemental	LCFF/Supplemental
<b>Budget Reference</b>	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$42,767,793

9.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 48.7%. Funding for LCFF Supplemental in the funding year 2019-20 is estimated to be \$43,071,729. 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 8<sup>th</sup> grade. Grades K-6 have implemented interventions using this program to strategically provide interventions/enrichment to all students.
- Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are ELs, LI and Foster Youth. Extra support is planned for the student new to AP, 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, \$2,500,000 in Supplemental Funding was 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. Thirty-one schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark. 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. The table below identifies all actions supported by Supplemental funding and a description of how these services support unduplicated students.

<b>Action or Service</b>	<b>How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2019/20?</b>
<b><i>Goal 1: Increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards</i></b>	
<ul style="list-style-type: none"> <li>Teaching Intern Program with NYU to support hard to hire content area teachers in schools, grades 7-12, with high numbers of unduplicated students</li> </ul>	<p>This districtwide action/service is principally directed towards unduplicated students and is most effective in increasing or improving services for these students. Teaching Interns will be hired for hard to staff positions and will work at intermediate schools and high schools with high-unduplicated student counts. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored below expectancies on CAASPP.</p>
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<p>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 item 1.3.3b, Professional Development for Special Education Teachers is funded through LCFF, not LCAP Supplemental.)</p>

<ul style="list-style-type: none"> <li>• Technology</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• Induction</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• Summer School</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• Science Support</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• Online School</li> </ul>	<p>This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Diverse online learning opportunities are provided 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 and need another option for education.</p>
<ul style="list-style-type: none"> <li>• Communication Support</li> </ul>	<p>This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.</p>

	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 support.
<ul style="list-style-type: none"> <li>Design and Implement a comprehensive Arts program for elementary schools</li> </ul>	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.
<b>Goal 2: Close the identified Achievement Gap by providing targeted, additional supports to meet the needs of students who are not meeting standards in the core instructional program</b>	
<ul style="list-style-type: none"> <li>Secondary Academic Rigor Support</li> </ul>	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 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.
<ul style="list-style-type: none"> <li>Foster Youth Support</li> </ul>	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.
<ul style="list-style-type: none"> <li>At Risk School Allocations</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Class Size Reduction</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Credit Recovery</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Dual Immersion Support</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Interventions</li> </ul>	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.
<ul style="list-style-type: none"> <li>• LTEL support</li> </ul>	This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This committee is designing an action plan to support Long Term English

	Learners toward academic success and is the most effective use of funds in designing programs to support LTELs.
<ul style="list-style-type: none"> <li>AVID support</li> </ul>	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 supporting unduplicated students towards academic achievement.
<ul style="list-style-type: none"> <li>Support Personnel for LI students, EL students and Foster Youth</li> </ul>	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.)
<b>Goal 3: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.</b>	
<ul style="list-style-type: none"> <li>Graduate follow up services</li> </ul>	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.
<ul style="list-style-type: none"> <li>4-year plan support</li> </ul>	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 9 <sup>th</sup> 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.
<ul style="list-style-type: none"> <li>CTE Professional Development</li> </ul>	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.
<ul style="list-style-type: none"> <li>Monitoring of At-Risk Groups in CTE programs</li> </ul>	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.
<b>Goal 4: Increase the number of students who complete CTE pathways.</b>	
<ul style="list-style-type: none"> <li>CTE Pathways at High School, particularly Corona High School</li> <li>CTE pathways at Intermediate School, particularly Raney Intermediate and Auburndale Intermediate</li> </ul>	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.
<ul style="list-style-type: none"> <li>Pathway Support</li> </ul>	This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will provide support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. 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.
<ul style="list-style-type: none"> <li>Advisory Committees</li> </ul>	This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will provide support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. The Advisory Committees will support the CTE program and thus, unduplicated students, to maintain the focus on relevant, high growth and high yield career pathways. 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
<ul style="list-style-type: none"> <li>CTE staff to monitor and support English Learners, Low Income and Foster Youth</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Student Leadership opportunities</li> </ul>	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.
<b>Goal 5: Implement measures at all schools to foster positive school environment and student support.</b>	
<ul style="list-style-type: none"> <li>• SART/SARB support</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Character Education</li> </ul>	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 disproportionately. This program is the most effective use of funds and will support the positive school environment.
<ul style="list-style-type: none"> <li>• Positive Behavior Intervention Supports</li> </ul>	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 disproportionately. This program is the most effective use of funds and will foster a positive school environment.
<ul style="list-style-type: none"> <li>• Safety and Violence Counselors</li> </ul>	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.
<ul style="list-style-type: none"> <li>• School Resource Officers</li> </ul>	This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

	SROs support a healthy learning environment to support academic success. This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning. This program is the most effective use of funds and supports the school environment.
<ul style="list-style-type: none"> <li>Counselor for Orange Grove Alternative High School</li> </ul>	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.
<ul style="list-style-type: none"> <li>Counselors</li> </ul>	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.
<ul style="list-style-type: none"> <li>Mental Health Support</li> </ul>	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.
<ul style="list-style-type: none"> <li>UNITY Program</li> </ul>	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 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 has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.
<ul style="list-style-type: none"> <li>School Safety Plans</li> </ul>	This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students principally benefit by maintaining a safe environment. This program is the most effective use of funds and supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning.

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

<ul style="list-style-type: none"> <li>• Programs for Family Partnerships</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• Parent Center</li> </ul>	<p>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 1200 unduplicated families this year</p>
<ul style="list-style-type: none"> <li>• DELAC and DAC support</li> </ul>	<p>The districtwide District English Language Advisory Committee supports the English Learner community in CNUSD. The District Advisory Committee supports the Low-Income families in CNUSD. Both committees focus on building capacity for the unduplicated count families and are principally focused on the unduplicated students. This program is the most effective use of funds and provides a venue for English Learner parents and parents of Socio Economically Disadvantaged students.</p>

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.

- 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>

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$35,753,059

8.93 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 47.9%. Funding for LCFF Supplemental in the funding year 2017/18 is estimated to be \$35,753,059. This funding supports services and programs for English Learners, Low Income 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.
- Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are ELs, LI and Foster Youth. Extra support is planned for the student new to AP, along with visits to UCR and emotional support.
- AVID continues to expand with inclusion of elementary schools targeting unduplicated students
- 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, \$2,500,000 in Supplemental Funding was 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. Thirty schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark. 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 50 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. The table below identifies all actions supported by Supplemental funding and a description of how these services support unduplicated students.

Action or Service	How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2017/18?
Goal 1: Increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards	
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	This 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. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.
<ul style="list-style-type: none"> <li>Technology</li> </ul>	This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies.
<ul style="list-style-type: none"> <li>Induction</li> </ul>	This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies.
<ul style="list-style-type: none"> <li>Summer School</li> </ul>	This 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. This improvement has the most impact on unduplicated students.

<ul style="list-style-type: none"> <li>• Science Support</li> </ul>	<p>This 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 particular support for those schools who have high numbers of unduplicated students. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>• Online School</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Diverse online learning opportunities are provided to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>• Communication Support</li> </ul>	<p>This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>• VAPA support</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Additional instruments will be purchased so that those who do not have the means to acquire instruments will be able to participate. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<p>Goal 2: Close the identified Achievement Gap by providing targeted, additional supports to meet the needs of students who are not meeting standards in the core instructional program</p>	

<ul style="list-style-type: none"> <li>Secondary Academic Rigor Support</li> </ul>	<p>This 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 and Dual Enrollment provide additional opportunities for students to enroll in these classes. Tutoring support is provided to support these students. Such improvements have the most impact on unduplicated students who have not participated in AP classes.</p>
<ul style="list-style-type: none"> <li>Foster Youth Support</li> </ul>	<p>This action/service is principally 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 have the most impact on Foster Youth who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>At Risk School Allocations</li> </ul>	<p>This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>Class Size Reduction</li> </ul>	<p>This 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. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit.</p>
<ul style="list-style-type: none"> <li>Credit Recovery</li> </ul>	<p>This 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.</p>
<ul style="list-style-type: none"> <li>After School Program Support</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This support is provided to Riverview Elementary and Sierra Vista Elementary and supports the After School Program. This program is designed to support unduplicated count students who need tutoring and enrichment opportunities. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>

<ul style="list-style-type: none"> <li>• Dual Immersion Support</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUUSD 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 have the most impact on English Learners who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>• Interventions</li> </ul>	<p>This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>• a-g audits</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative provides additional time to counselors to audit a-g completion, particularly for unduplicated count students. There exists a gap for English Learners, Low Income and Foster Youth when considering a-g completers.</p>
<ul style="list-style-type: none"> <li>• LTEL support</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This committee is designing an action plan to support Long Term English Learners toward academic success.</p>
<ul style="list-style-type: none"> <li>• AVID support</li> </ul>	<p>This 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.</p>
<ul style="list-style-type: none"> <li>• Support Personnel for LI students, EL students and Foster Youth</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This 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. Many improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<p>Goal 3: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.</p>	

<ul style="list-style-type: none"> <li>Graduate follow up services</li> </ul>	<p>This 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 better serve English Learners, Low Income and Foster Youth.</p>
<ul style="list-style-type: none"> <li>4-year plan support</li> </ul>	<p>This 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 9<sup>th</sup> 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.</p>
<ul style="list-style-type: none"> <li>CTE Professional Development</li> </ul>	<p>This 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 have the most impact on unduplicated students who may be underrepresented in high paying professions.</p>
<ul style="list-style-type: none"> <li>Monitoring of At-Risk Groups in CTE programs</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to monitor and support unduplicated count students and support those students towards success.</p>
<p>Goal 4: Increase the number of students who complete CTE pathways.</p>	
<ul style="list-style-type: none"> <li>CTE Pathways at High School, particularly Corona High School</li> <li>CTE pathways at Intermediate School, particularly Raney Intermediate and Auburndale Intermediate</li> </ul>	<p>This 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 will provide the skills that unduplicated students at these schools will need for successful futures.</p>
<ul style="list-style-type: none"> <li>Pathway Support</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will provide support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. This will provide the skills that unduplicated students at these schools will need for successful futures.</p>

<ul style="list-style-type: none"> <li>Advisory Committees</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will provide support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. The Advisory Committees will support the CTE program and thus, unduplicated students, to maintain the focus on relevant, high growth and high yield career pathways. This will provide the skills that unduplicated students at these schools will need for successful futures</p>
<ul style="list-style-type: none"> <li>CTE staff to monitor and support English Learners, Low Income and Foster Youth</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to employ staff to monitor and support unduplicated count students and support those students towards success.</p>
<ul style="list-style-type: none"> <li>Student Leadership opportunities</li> </ul>	<p>This 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 will provide the skills that unduplicated students will need for successful futures.</p>
<p>Goal 5: Implement measures at all schools to foster positive school environment and student support.</p>	
<ul style="list-style-type: none"> <li>SART/SARB support</li> </ul>	<p>This 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. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.</p>
<ul style="list-style-type: none"> <li>Character Education</li> </ul>	<p>This 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 disproportionately.</p>
<ul style="list-style-type: none"> <li>Positive Behavior Intervention Supports</li> </ul>	<p>This 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 disproportionately.</p>
<ul style="list-style-type: none"> <li>Safety and Violence Counselors</li> </ul>	<p>This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.</p>

<ul style="list-style-type: none"> <li>School Resource Officers</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. SROs support a healthy learning environment to support academic success. This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning.</p>
<ul style="list-style-type: none"> <li>Counselor for Orange Grove Alternative High School</li> </ul>	<p>This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.</p>
<ul style="list-style-type: none"> <li>Counselors</li> </ul>	<p>This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.</p>
<ul style="list-style-type: none"> <li>Mental Health Support</li> </ul>	<p>This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.</p>
<ul style="list-style-type: none"> <li>UNITY Program</li> </ul>	<p>This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.</p>
<ul style="list-style-type: none"> <li>School Safety Plans</li> </ul>	<p>This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students principally benefit by maintaining a safe environment. This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning.</p>
<p>Goal 6: Establish home school partnerships which build solid relationships between school and family.</p>	
<ul style="list-style-type: none"> <li>Programs for Family Partnerships</li> </ul>	<p>This 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 based on the survey results from the annual Parent survey.</p>

<ul style="list-style-type: none"> <li>• Parent Center</li> </ul>	<p>This 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. EL, FY and LI students will directly benefit from these services with its focus and location.</p>
<ul style="list-style-type: none"> <li>• DELAC and DAC support</li> </ul>	<p>The District English Language Advisory Committee supports the English Learner community in CNUSD. The District Advisory Committee supports the Low-Income families in CNUSD. Both of these committees focus on building capacity for the unduplicated count families and are principally focused on the unduplicated students.</p>

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.
- 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>

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$33,775,784

8.58%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 47.45%. Funding for LCFF Supplemental in the funding year 2016/17 is estimated to be \$33,775,784. This funding supports services and programs for English Learners, Low Income 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.
- Prescriptive interventions such as Reader by Nine which supports early literacy and proficiency in reading by the end of third grade have been planned and piloted.
- Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are in the At-Risk groups. Extra support is planned for the student new to AP, along with visits to UCR and emotional support.
- AVID continues to expand with inclusion of elementary schools targeting unduplicated students
- Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils.
- A Parent Center has opened this year to support the inclusion of families in the support system and involvement in the students' education.
- Positive Behavior Intervention Supports has expanded and will continue to grow supporting positive school environments and positive student behavior
- Decreasing chronic absenteeism focus is continuing with additional training, site support

Approximately, \$2,500,000 in Supplemental Funding was 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. Thirty schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark. 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. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus and the most effective use of funding. 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 50 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 prospective. These discussions inform the practice as well as allow for improvement in implementation.

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.
- Ong, F., & Aguila, V. (2010). *Improving education for English learners: Research-based approaches*. Sacramento: California Dept. of Education.

The Minimum Proportionality Percentage for 2016-17 is 8.58%. Services for the Unduplicated Pupils who are Low Income, English Learners, or Foster Youth have been increased or improved for 2016/17. These services include the expansion of AVID in the Intermediate and High Schools, the implementation of systemic intervention programs and CCSS based ELD standards in district classrooms. Supplemental funding will support additional personnel engaged in support for Low Income, English Learners and Foster Youth students such as Bilingual Aides, supplemental classroom teachers to reduce class size at schools with high unduplicated count to support first best instruction and interventions, and Teacher Coaches. Schools will receive allocations to be used in the support of At-Risk students such as Low Income, English Learners, and Foster Youth students. The Parent Center will assist parents and provide access to Academic Support for their students, College and Career Pathways and Parent Information Workshops and social emotional support for families. School site counselors support the socio-emotional needs of students along with the expansion of the STEPS program. The Equal Opportunity Schools Program continues to expand enrollment of underrepresented students in Advanced Placement classes. The schools are implementing support, both social emotional and academic support for these students. Safety and Violence Counselors will monitor and support Foster Youth. After School Tutoring will be provided to Foster Youth students who are in need of this type of support. A Plan for an augmented counseling program and to increase the number of counselors across the district will be formulated and implemented to assist the Social Emotional development of district students.

These services will be increase and improved upon through systematic implementation of services, ongoing evaluation and data monitoring. The table below identifies key actions supported by Supplemental funding and a description of how these services support unduplicated students.

Action/Service	Description	Service Type	Funding	Program description
1.7	Instructional coaches	District Wide	\$1,750,973 (LCFF Supplemental)	This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional coaches will support teachers through mentoring to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.

1.10	Reader by Nine	Classroom level	\$635,000 (LCFF Supplemental)	This 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.
1.12 1.13	Credit Recovery	District Wide	\$1,610,00 (LCFF Supplemental) \$ 128,073 (LCFF Supplemental)	This 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.
1.14 2.17 2.19	Additional teachers to lower class size	School Level	\$1,242,363 (LCFF Supplemental) \$2,938,752 (LCFF Supplemental) \$1,493,344 (LCFF Supplemental)	This 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. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit.
2.3	AVID	School Level	\$1,766,243 (LCFF Supplemental)	This 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.
2.10	Literacy and Math Teacher Leaders (TSAs)	District Wide	\$1,571,312 (Title I, Title II and Title III) \$479,667 (LCFF Supplemental)	This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. These personnel are teacher leaders who provide supports to the classroom teacher through Professional Learning, Mentoring, Modeling and Coaching. Supporting effective instruction and focused intervention in the classroom will support struggling students to improve academic achievement

4.1 4.7	CTE Pathways with monitoring focused on ELs, FY, LI	School Level	\$200,000 (CTE Funding) \$80,000 (LCFF Supplemental)	This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Implement 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. This will provide the skills that students at these schools will need for successful futures.
5.3	PBIS	School Level	1,015,000 (LCFF Supplemental)	This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Students at these schools 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 disproportionately.
5.7	Counseling Services	School Level	\$1,147,200 (LCFF Supplemental)	This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.
6.3	Parent Center	District Level	\$812,000 (LCFF Supplemental)	This 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. EI, FY, Li students will directly benefit from these services with its focus and location.

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 with course.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **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 supported 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.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?