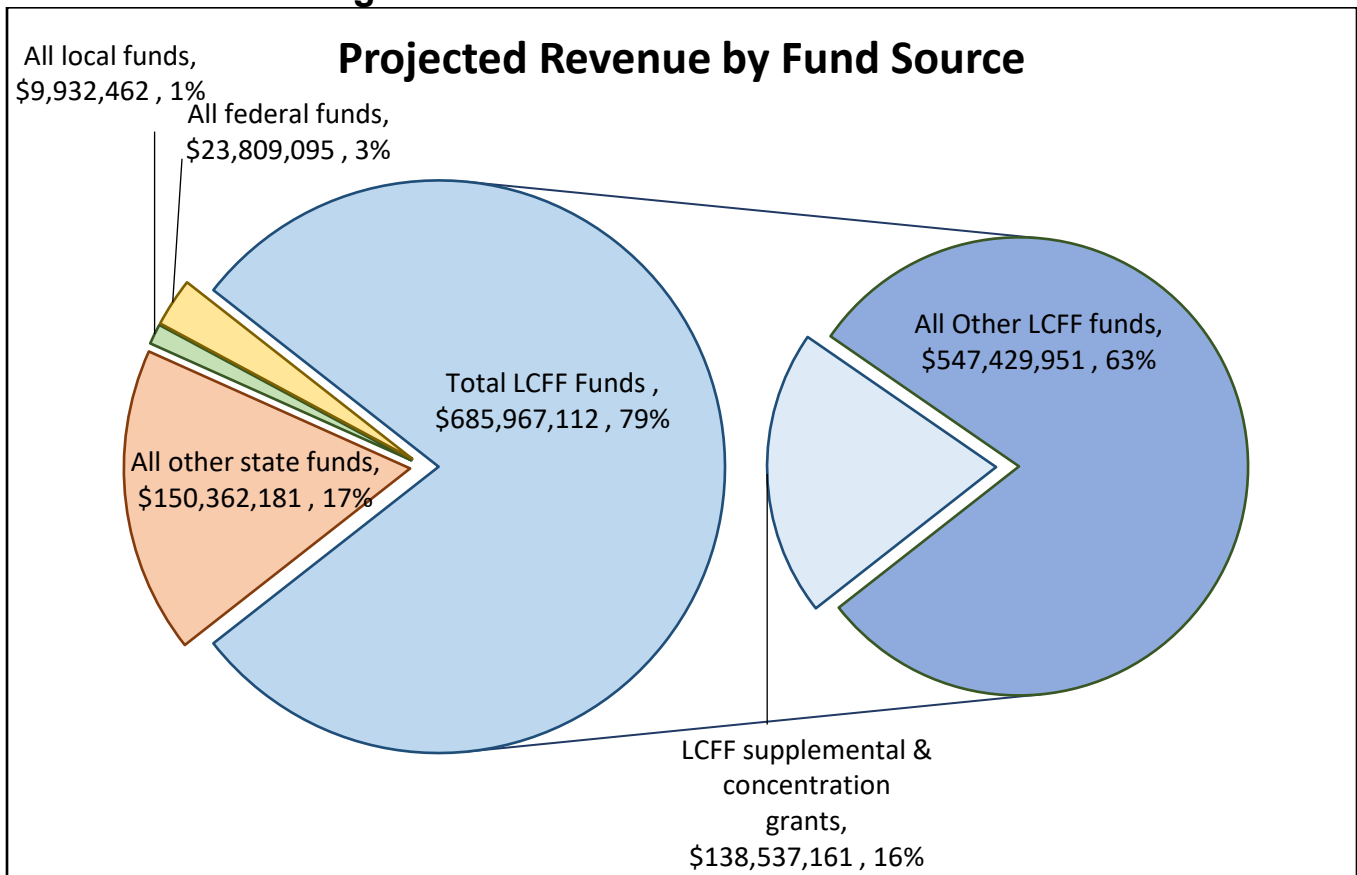# LCFF Budget Overview for Parents

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

CDS Code: 33670330000000

School Year: 2024-25

LEA contact information:

Dr. Samuel Buenrostro

Superintendent

sbuenrostro@cnusd.k12.ca.us

(951)736-5010

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $9,932,462 , 1%

All federal funds, $23,809,095 , 3%

All other state funds, $150,362,181 , 17%

Total LCFF Funds , $685,967,112 , 79%

All Other LCFF funds, $547,429,951 , 63%

LCFF supplemental & concentration grants, $138,537,161 , 16%
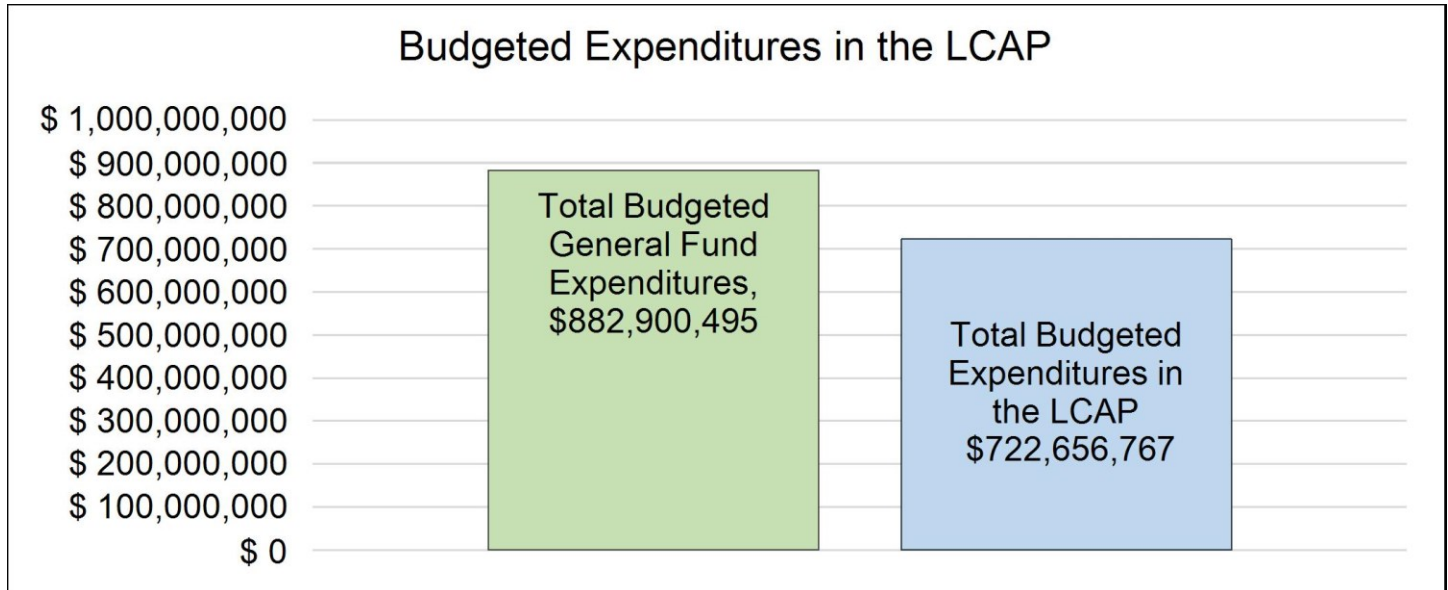
This chart shows the total general purpose revenue Corona-Norco Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corona-Norco Unified School District is $870,070,850, of which $685,967,112 is Local Control Funding Formula (LCFF), $150,362,181 is other state funds, $9,932,462 is local funds, and $23,809,095 is federal funds. Of the $685,967,112 in LCFF Funds, $138,537,161 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $882,900,495

Total Budgeted Expenditures in the LCAP $722,656,767

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

The text description of the above chart is as follows: Corona-Norco Unified School District plans to spend $882,900,495 for the 2024-25 school year. Of that amount, $722,656,767 is tied to actions/services in the LCAP and $160,243,728 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
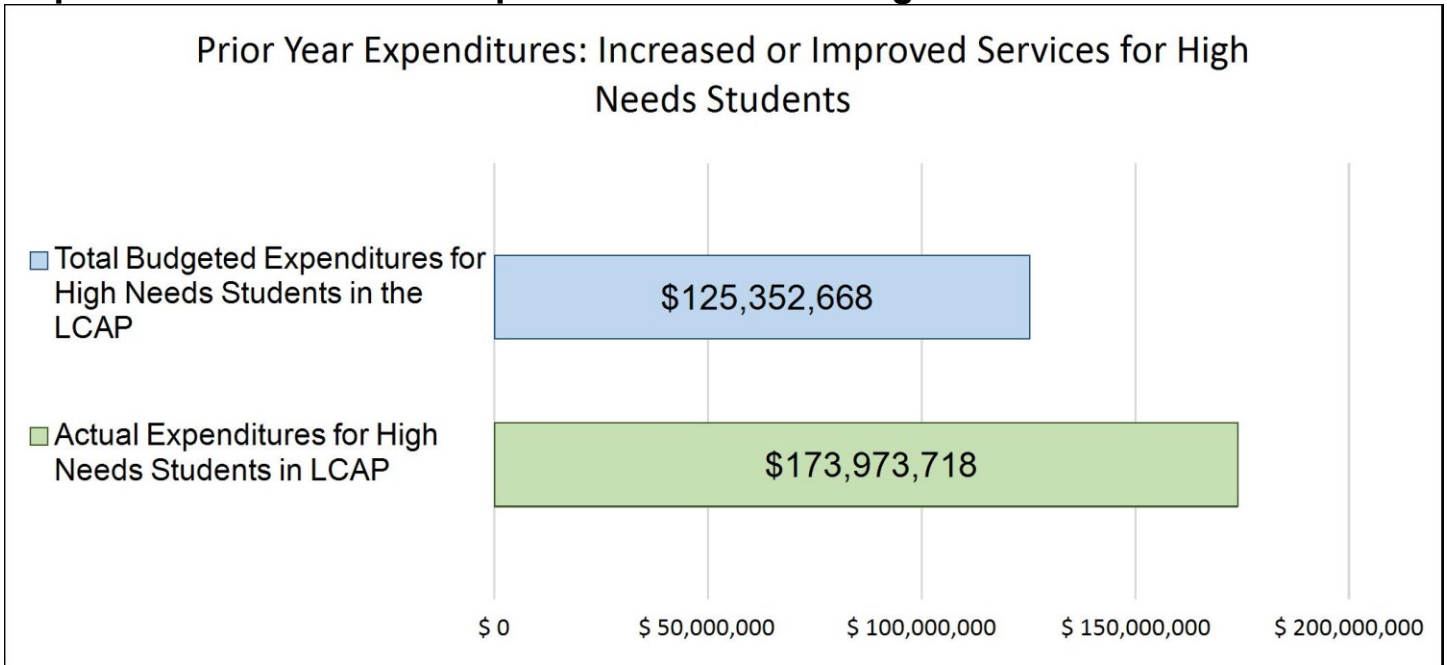
General operational costs, including contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other materials/supplies necessary to operate the school district.

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

In 2024-25, Corona-Norco Unified School District is projecting it will receive $138,537,161 based on the enrollment of foster youth, English learner, and low-income students. Corona-Norco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corona-Norco Unified School District plans to spend $147,392,979 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $125,352,668

☐ Actual Expenditures for High Needs Students in LCAP: $173,973,718

(Axis: $0 — $50,000,000 — $100,000,000 — $150,000,000 — $200,000,000)

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.

The text description of the above chart is as follows: In 2023-24, Corona-Norco Unified School District's LCAP budgeted $125,352,668 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent $173,973,718 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC ELA/Literacy State Priority 4	CAASPP Data - Fall 2019 * Overall - 61.48 % * Hispanic - 52.85 % * English Learner - 16.77% * Low Income (now Socio-economically Disadvantaged (SED)) - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.	CAASPP Data - Fall 2022 (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 55.61% * Hispanic - 46.29% * English Learner - 15.82% * Low Income (now Socio-economically Disadvantaged (SED)) - 46.83% * Foster Youth - 27.08% * African American - 48.86% * Special Education - 19.27% * RFEP - 67.77%	CAASPP Data - Fall 2023 * Overall - 54.18% * Hispanic -44.50 % * English Learner - 13.30 % * Low Income (now Socio-economically Disadvantaged (SED)) - 46.93% * Foster Youth - 16.87% * African American - 48.21% * Special Education - 18.51 % * RFEP - 65.61% (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)	* Overall - 64.48 % * Hispanic - 58.85 % * English Learners - 22.77 % * SED - 55.05 % * Foster Youth - 37.90 % * African American - 61.56 % * Special Education - 27.62 % * RFEP - 74.51 %
Percentage of students in grades 3 -	CAASPP Data - Fall 2019	2020 - 2021 - CAASPP Data	CAASPP Data - Fall 2022	CAASPP Data - Fall 2023	* Overall - 49.8 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8 and 11 achieving standard met and exceeded for SBAC Math State Priority 4	* Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income (now Socio-economically Disadvantaged (SED)) - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 %	(Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.	(Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 38.76% * Hispanic - 27.70% * English Learners - 12.62% * Low Income (now Socio-economically Disadvantaged (SED)) - 29.86% * Foster Youth - 10.53% * African American - 28.46% * Special Education - 14.11% * RFEP - 42.63%	* Overall - 39.29% * Hispanic - 27.89 % * English Learners - 11.14 % * Low Income (now Socio-economically Disadvantaged (SED)) - 31.64% * Foster Youth - 7.32% * African American - 28.87% * Special Education - 13.62% * RFEP - 44.99% (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)	* Hispanic - 42.33 % * English Learners - 20.02 % * SED - 39.38 % * Foster Youth - 26.30 % * African American - 41.84 % * Special Education - 20.83 % * RFEP - 52.53 %
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 - Q SIS * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 % * Special Education - 9.54 %	2020 - 2021 - (Data Source: DataQuest - https://data1.cde.ca.gov/dataquest/) (Data source - Q SIS for RFEP) * Overall - 52.9 % * Hispanic - 44.0 % * English Learners - 18.7 % * SED - 40.3 % * Foster Youth - 10.5	2021-2022 (Data Source: DataQuest - https://data1.cde.ca.gov/dataquest/) (Data source - Q SIS for RFEP) * Overall - 55.4% * Hispanic - 45.6% * English Learners - 19.2% * SED - 46.6% * Foster Youth -	2022-2023 (Data Source: DataQuest - https://data1.cde.ca.gov/dataquest/) (Data source - Q SIS for RFEP) * Overall - 55.64% * Hispanic - 46.92% * English Learners - 10.23% * SED - 49.08% * Foster Youth -	* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * SED - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* RFEP - 60.09 % 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 57.00 % * Hispanic - 48.6 % * English Learners - 23.1 % * Low Income (now Socio-Economically Disadvantaged (SED)) - 46.0 % * Foster Youth - 28.6 % * African American - 57.3 % * Special Education - 13.2 % * RFEP - 56.85 %	% * African American - 52.5 % * Special Education - 12.8 % * RFEP - 60.09 %	17.9% * African American - 57.0% * Special Education - 13.2% * RFEP - 55.3%	21.43% * African American - 49.80% * Special Education - 11.29% * RFEP - 58.37%	Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 60 % * Hispanic - 52 % * English Learners - 30% * Low Income (now Socio-Economically Disadvantaged (SED)) - 52 % * Foster Youth - 35 % * African American - 61 % * Special Education - 20 % * RFEP - 63 %
Participation in AP Tests State Priority 4	2019 - 2020 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 71.36 %	2020 2021 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 64.44 %	2021-2022 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 70.98%	2022-2023 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 74.33 %	* Overall - 74.36 % * Hispanic - 72.51 % * English Learners - 57.64 % * RFEP - 78.46 % * SED - 73.79 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Hispanic - 66.51 % * English Learners - 51.64 % * RFEP - 72.46 % * Low Income (now Socio-economically Disadvantaged (SED)) - 67.79 % * Foster Youth - 50.00 % * African American - 56.57 %	* Hispanic - 58.12 % * African American - 53.77 % * English Learners - 50.94 % * RFEP - 62.8 % * SED - 60.14 % * Foster Youth - 50.0%	* Hispanic - 64.40% * African American - 58.45% * English Learners - 67.53% * RFEP - 71.89% * SED - 68.66% * Foster Youth - 40.0%	* Hispanic - 67.88% * African American - 62.17 % * English Learners - 63.75% * RFEP - 76.05 % * SED - 72.16 % * Foster Youth - 80.00 %	* Foster Youth - 56.00 % * African American - 62.57 %
Percentage of unduplicated students scoring 3 or better on at least one AP exam. State Priority 4	2019 - 2020 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 61.07 % * Hispanic - 54.99 % * RFEP - 60.48 % * Low Income (now Socio-economically Disadvantaged (SED)) - 53.51 % * Foster Youth - 60.00 % * African American - 51.75 %	2020 - 2021 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 52.31 % * Hispanic - 47.41 % * African American - 38.57 % * RFEP - 50.81 % * SED - 46.33 % * Foster Youth - 33.33 %	2021 - 2022 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 65.50% * Hispanic - 60.22% * African American - 55.92% * RFEP - 61.10% * SED - 60.22% * Foster Youth - 33.33%	2022 - 2023 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 65.11 % * Hispanic - 59.08% * African American - 60.73 % * RFEP - 61.37 % * SED - 60.83 % * Foster Youth - 55.56 %	* Overall - 64.07 % * Hispanic - 60.99 % * RFEP - 66.48 % * SED - 59.51 % * Foster Youth - 66.00 % * African American - 57.75 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. State Priority 4	CAASPP Data - Fall 2019 * Overall - 66.67 % * Hispanic - 59.79 % * English Learners - 14.97 % * Low Income (now Socio-economically Disadvantaged (SED)) - 57.38 % * African American - 59.62 % * RFEP - 70.37 %	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.	CAASPP Data - Fall 2022 (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 60.82% * Hispanic - 52.50% * English Learners - 6.37% * Low Income (now Socio-economically Disadvantaged (SED)) - 52.74% * African American - 51.51 % * RFEP - 65.62%	CAASPP Data - Fall 2023 * Overall - 59.56 % * Hispanic - 51.47% * English Learners - 5.25 % * Low Income (now Socio-economically Disadvantaged (SED)) - 53.54% * African American - 51.91 % * RFEP - 63.75% (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)	* Overall - 69.67 % * Hispanic - 65.79 % * English Learners - 20.97 % * SED - 63.38 % * African American - 65.62 % * RFEP - 73.37 %
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. State Priority 4	CAASPP Data - Fall 2019 * Overall - 39.93 % * Hispanic - 30.56 % * English Learners - 8.36 % * Low Income (now Socio-economically Disadvantaged (SED)) - 28.73 % * African American - 31.18 % * RFEP - 38.42 %	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.	CAASPP Data - Fall 2022 (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 31.92% * Hispanic - 20.56% * English Learners - 3.8% * Low Income (now Socio-economically Disadvantaged (SED))	CAASPP Data - Fall 2023 * Overall - 33.57% * Hispanic - 22.14% * English Learners - 2.36% * Low Income (now Socio-economically Disadvantaged (SED)) - 26.47 % * African American - 25.87 % * RFEP - 30.71%	* Overall - 42.93 % * Hispanic - 36.56 % * English Learners - 14.36 % * SED - 34.73 % * African American - 37.18 % * RFEP - 44.42 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			- 24.21 % * African American - 26.03% * RFEP - 28.51%	(Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)	
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 DataQuest * Overall - 95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth -82.4% * African American - 98.3% * Special Education - 93.8% 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) * Overall - 94.5 % * Hispanic - 94.1 % * African American - 97.6 % * English Learner - 86.5 % * Low Income (now Socio-economically	2020 - 2021 (Data Source: DataQuest) * Overall - 95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%	2021 - 2022 (Data Source: DataQuest) * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% * SED - 95.6% * Homeless - 79.7% * Foster Youth -82.4% * Special Education - 84.6%	2022 - 2023 (Data Source: DataQuest) * Overall - 94.9% * Hispanic - 93.8% * English Learner - 88.0 % * Low Income - 94.3 % * Homeless - 86.8 % * Foster Youth - 85.3 % * African American - 96.2% * Special Education - 81.5%	* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth -88.4% * Special Education - 96.8% Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall - 95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90% * Socio-economically Disadvantaged (SED) - 95 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged (SED)) - 93.2 % * Homeless - 87.9% * Foster Youth -77.8% * Special Education - 83.6%				* Homeless - 90% * Foster Youth - 80% * Special Education - 87%
EL Reclassification Rate State Priority 4	2020- 2021 - EL Reclassification Rate (Data Source: DataQuest) 12.6%	2021 - 2022 - EL Reclassification Rate (Data Source: DataQuest) 13.2%	2022 - 2023 - EL Reclassification Rate (Data Source: DataQuest) 12.7%	2023 - 2024 - EL Reclassification Rate (Data Source: CALPADS) - This is a change from prior year data source due to the elimination of that metric by the CDE) 18.1%	15%
Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC State Priority 4	California School Dashboard - Fall 2019 50.00 %	2020 - 2021 - ELPI Data (Data Source:https://www.caschooldashboard.org/reports/33670330000000/2021) Due to the COVID-19 Pandemic, the ELPI was not calculated. In the absence of the ELPI, the Summative ELPAC scores are	2021 - 2022 - ELPI Data (Data Source: https://www.caschooldashboard.org/reports/33670330000000/2022) 54.00%	2022 - 2023 - ELPI Data 49.5% (Data Source: https://www.caschooldashboard.org/reports/33670330000000/2023#english-learner-progress-card)	56.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		provided for 2020-2021 Level 4 - 17.13% Level 3 - 37.93% Level 2 - 29.20% Level 1 - 15.73%			
Local Indicators: * Appropriate teacher assignment State Priority 1	2020 - 2021 Williams Act Reports Appropriate teacher assignment 100%	2021 - 2022 Williams Act Reports (As of May 6, 2022) Appropriate teacher assignment 100%	2022 - 2023 Williams Act Reports Appropriate teacher assignment 100%	2023 - 2024 Williams Act Reports Appropriate teacher assignment 100%	Appropriate teacher assignment 100%
Local Indicators: * Student access to core materials State Priority 1	2020 - 2021 Williams Act Reports Student access to core materials 100%	2021 - 2022 Williams Act Reports (As of May 6, 2022) Student access to core materials 100%	2022 - 2023 Williams Act Reports Student access to core materials 100%	2023 - 2024 Williams Act Reports Student access to core materials 100%	Student access to core materials 100%
Local Indicators: * Facilities in good repair State Priority 1	2020 - 2021 Williams Act Reports Facilities in good repair 100%	2021 - 2022 Williams Act Reports (As of May 6, 2022) Facilities in good repair 100%	2022 - 2023 Williams Act Reports Facilities in good repair 100 %	2023 - 2024 Williams Act Reports Facilities in good repair 100 %	Facilities in good repair 100%
Local Indicators: Implementation of the academic content and performance	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the State Board of Education

State Priority 2 | | | | | |
| Local Indicators: EL Access to and implementation of CCSS and ELD Standards

State Priority 2 | 100% | 100% | 100% | 100% | 100% |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Corona-Norco Unified School District (CNUSD) is strongly committed to the academic excellence of all students and has aligned the LCAP actions in Goal One to the district's Strategic Plan. All actions in this goal are provided to support all students but are principally directed to unduplicated students to close the identified achievement gap in English Language Arts, Math, a-g completion and graduation rates.

During the 2023-24 school year, CNUSD provided a comprehensive professional learning initiative aimed at enhancing educational outcomes across various disciplines. The district's commitment to literacy, math, science and the integration of new curriculum adoptions in science, history, world languages, and AP Literature formed the cornerstone of this initiative. To ensure teachers were well-prepared, extensive training sessions were organized. These sessions were meticulously designed to support teachers in their instructional roles, including meeting the needs of English learners and facilitating language acquisition. The focus on first best instruction was reinforced at all schools through the collaborative efforts weekly in Professional Learning Communities (PLCs), where teachers analyzed data to inform and refine their teaching strategies.

Elementary schools benefited from the expertise of Teachers on Special Assignment (TSAs). These dedicated professionals played a pivotal role in providing ongoing training, conducting data chats, and delivering Tier II interventions for students requiring additional support. This

targeted assistance was crucial in addressing the diverse learning needs within the classroom. Intermediate Math TSAs were also added this year to support math instruction and students in need in grades 7-8.

New teachers joining the district received robust support through CNUSD's in-house induction program. This program was designed to acclimate new educators to the district's expectations and provide them with the tools and mentorship necessary for their professional growth and success.

For high school students, the district offered a variety of credit recovery options, ensuring that all students had the opportunity to stay on track for graduation. The Visual and Performing Arts (VAPA) program continued to thrive, supporting students in grades 4-6. With the anticipated expansion funded by Proposition 28, the district looks forward to extending arts education to younger students, fostering a deeper connection to school through creative expression.

In a bid to enhance individualized attention, CNUSD initiated efforts to reduce class sizes across all grade levels. This strategic move aims to create a more personalized learning environment where teachers can address the unique needs of each student more effectively. Additionally, students were provided with supplemental materials in all core subject areas, ensuring that all teachers and students have the resources necessary to succeed.

The Advancement Via Individual Determination (AVID) program continued its upward trajectory, supporting students in preparing for college and career readiness. The growth of the AVID program underscored the district's commitment to fostering a culture of academic excellence and equity.

Successes:
There are many things to celebrate this year as a result of the actions in Goal 1. CNUSD has 33,092 students enrolled in the AVID program for 2023-24 and is proud of the TK-12 articulated system within feeder patterns. 2023 senior data boasts 370 graduating AVID seniors. 96.76% completed FAFSA and 95.13 completed the four-year college entrance requirement (a-g). 96% of AVID seniors will be attending a 2-year or 4-year college (63% 4-year and 33% 2-year). In 2024 CNUSD's Induction program graduated 67 teachers with a clear credential and 16 administrators with a clear credential. Credit recovery options were provided both during the school day and in a centralized format. To date this year over 1,000 students participated in one or more centralized course. This year CNUSD offered a Winter School and had 564 students across grades 9-12 complete at least one class. CNUSD continues to expand the Dual Language programs across the district, adding a Mandarin program at Rosa Parks and a Spanish program at VanderMolen. As of May 1, 2024, 685 English learners have been reclassified. CNUSD has also established the California Department of Education Multi-literacy Pathways Award (Kinder and Third) in addition to the CNUSD Pathways in 6th, 8th and 12th. CNUSD will award almost 400 students with the States Seal of Biliteracy upon graduation, an expected increase of over 10% from 2023.

Challenges:
Demand for high quality Professional Development is high and limited by facilities and substitute availability. CNUSD will continue to seek innovative ways to provide professional learning asynchronously, and through paid after school or Saturday offerings.
Maintenance and replacement of devices is very time consuming and both library clerks at the site as well as IT techs struggle to keep up with the repairs. CNUSD high school students continue to need credit recovery as a result of impacts from the pandemic. Students in specialty programs need summer school to alleviate impacted schedules, however, due to staffing, summer school offerings may be limited

and offered only for students in need of credit recovery, with a priority for juniors and seniors. Staffing for paraeducators across the system has been a challenge and this has impacted some kindergarten paraeducator placements. Human Resources continues to fly positions and the Communications department advertises open positions regularly.

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. While the actions in Goal 1 did not change, the section below details any expansion of services within the actions due to the increased allocation.

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

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2023-2024 Annual Update Tables included at the end of the 2024 Local Control and Accountability Plan. Estimated actuals will be carried over into the 2024-2025 actions. Material differences (greater than 10%) between budgeted expenditures and estimated actuals expenditure of actions in this goal are as follows:

1.2   Access to standards aligned materials and facilities: Approximately $2,387,998 was spent to replace and purchase additional district fleet for maintenance staff.
1.3   High quality professional learning (certificated): Approximately $2,076,184 was reinvested in this action to support literacy, math and SEL initiatives.
1.4   High quality professional learning (classified): Approximately $50,000 was reinvested in this action to support classified professional learning.
1.7   Intervention support and instructional coaching: Approximately $2,065,361 additional funds spent due to step and column and materials and supplies to support teachers.
1.8   Data Analysis: Approximately $144,039 was spent for step and column
1.9   Educational technology: Approximately $1,648,038 was spent on step and column, and classroom technology refreshes.
1.11 Access to instructional software: Approximately $649,045 was spent on step and column and software programs.
1.12 Learning Management System: Approximately $94,876 was spent for a Ed Tech Specialist.
1.13 Access to technology: Approximately $12,154,112 was reinvested to ensure a 4 year refresh for district chromebooks to maintain 1:1.
1.15 Induction: Approximately $256,595 was spent on step and column and support for new teachers.
1.18 Communications: Approximately $298,500 was spent on step and column, job reclassifications and media campaigns.
1.19 VAPA: Approximately $552,667 was spent on materials and supplies to support art, theater and music programs in grades 4-6.
1.21 Site support: Approximately $2,768,785 was reinvested for school site carryover.
1.22 Additional staffing: Approximately $5,064,151 was allocated to lower class sizes.
1.23 Additional staffing: Approximately $580,000 was allocated for step and column.
1.26 Assessment and intervention supports: Approximately $154,820 was added to purchase software licenses for grades 7-8.

1.27 Mathematics support: Approximately $1,723,646 was spent for step and column, 1 additional Intermediate math TSA, and supplemental math materials.
1.28 Literacy support: Approximately $2,316,250 was spent for supplemental materials and substitute support for 1:1 literacy screeners.
1.29 Supplemental materials: Approximately $5,456,323 was allocated for all teachers to purchase supplemental classroom materials.
1.31 AVID: Approximately $1,363,500 was spent to ensure access to training and AVID supports.
1.33 Support for EL learners: Approximately $550,000 was spent on Imagine Learning Language and Literacy to support language acquisition.
1.40 Assistant Principals: Approximately $246,626 was spent on step and column.

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

The actions within Goal 1 work together to impact the desired outcomes identified within the goal. The majority of the actions in this goal have been effective in making progress toward the identified 3-year goal; however inconsistent implementation, processes that are in initial stages and are in need of refinement, and partial implementation have impacted results.

The following is an explanation of how effective actions were in making progress towards Goal 1:

Priority 1 (Basic Services)
Action 1.1 Staffing
Action 1.2 Textbooks, Maintenance & Operations
Action 1.15 Induction
All CNUSD teachers are appropriately assigned and fully credentialed. CNUSD provides Induction for all new teachers and administrators, with 67 teachers completing Induction with a clear credential and 16 admin cleared their credential as well. 100% of facilities in CNUSD are in good repair as measure by FIT reports.

Priority 2 (Implementation of Academic Standards)
Action 1.3 Certificated Professional Learning
Action 1.4 Classified Professional learning
Action 1.5 Special Education Professional learning
Action 1.6 EL Instructional Support
Action 1.7 Intervention Support

CNUSD has undergone an extensive curriculum adoption process over the past year with all elementary teachers provided 3 days of professional learning time for ELA and Math instruction, and all Secondary ELA, Math and Science teachers provided with 3 days to collaborate with their peers for training and collaboration.   Every site has an EL contact that is trained throughout the year to support teachers in both integrated and designated ELD for all English learners to increase the number of EL students making progress toward

English language proficiency. As a result of the support from our EL team, CNUSD has an EL reclassification percentage of 18%. ELPI rates on the 2023 dashboard declined by 4.5%. The EL team worked individually with each school and an improvement in ELPI scores is expected for the 2024 dashboard. CNUSD offers training for classified personnel throughout the year, with one dedicated intensive week during each semester. Teachers on Special Assignment have been hired at the Elementary and Intermediate levels to assist with the Intervention of students struggling to meet grade level standard.

Priority 4 (Pupil Achievement)
Action 1.3 Certificated Professional Learning
Action 1.5 Classified Professional learning
Action 1.5 Special Education Professional learning
Action 1.6 EL Instructional Support
Action 1.7 Intervention Support
Action 1.8, 1.14, 1.26 Assessment Support
Action 1.9, 1.11, 1.12, 1.13 Technology
Action 1.17, 1.20, 1.21, 1.27,1.28, 1.29,1.35, 1.41 Supplemental materials and supports
Action 1.22, 1.23, 1.24 Class Size Reduction
Actions 1.6, 1.25, 1.33, 1.36 Supports for English Learners
Action 1.40 Assistant Principals

During the 2023-2024 school year, CNUSD held 774 professional development opportunities for classified and certificated staff, including Teachers of Students with Disabilities, English Learners, and other student groups. Continued training in the area of PLC, and Academic Excellence occurs throughout the school year. Work with Corona Norco Teachers Association showed a need to reduce class sizes to increase student success by providing more one on one support for students. A three-year plan to decrease class sizes was developed and is underway. Graduation rate dipped in 2023 and after a comprehensive look at the system, supports were put into place to increase that metric. CNUSD anticipates growth on graduate rate on the 20204 dashboard. Assistant principals continue to support students and teachers on every site. After review of metrics for effectiveness, CNUSD believes that assistant principals align better to the goal of Safety and Well-being and will be moved to that goal in the 24-25 LCAP.

Priority 5 (Pupil Engagement)
Action 1.16 Summer School
Action 1.38 Credit Recovery
Action 1.39 Adult Education Concurrent Enrollment
Action 1.31 AVID

In 23-24, CNUSD offered Summer School, Credit recovery during the school day, Winter school and independent credit recovery options. In semester one, 374 students gained credits (some credit recovery and some for impacted schedules). Winter school resulted in 564 students participating in credit recovery or credit for impacted schedules, decreasing the need for summer school 2024. CNUSD AVID continues to grow and will gain 2 additional elementary schools in 24-25. AVID outcomes are listed in the "Successes" section.

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

The 2024-27 LCAP marks the initiation of a new three-year cycle. In collaboration with educational partners, CNUSD has conducted a comprehensive review of the metrics, goals, and actions/services, aligning them to better address the district's needs in effectively serving all students, particularly those classified as unduplicated students.

The data source for EL Reclassification rate for year 3 in the Annual update was changed to CALPADS due to the elimination of that metric by the CDE.

Adjustments have been made to the metrics to reflect the new initiatives within Goal 1. Specifically, the metric for Pupil Achievement on Statewide Assessment in ELA and Math has transitioned from "Percent Proficient" to "Distance from Standard," aiming to illustrate the growth of all students. The EL reclassification metric and local indicators for priority 1 and 2 have been relocated to Goal 3. Furthermore, the following metrics have been shifted from Goal 2 to Goal 1: Students completing UC/CSU and CTE pathways, Participation in CTE grades 9-12, Number of CTE students earning an Industry certification, and Advanced Placement (AP) and International Baccalaureate (IB) High School course participation. Additionally, a local indicator metric (survey) has been introduced to assess the effectiveness of class size reduction.

In the process of formulating the new goals, existing actions under Goal 1 have been realigned and categorized to provide a clearer description of the services offered to students, facilitating effective progress monitoring. The changes include:

Action 1.1 will continue in the new LCAP cycle
Action 1.2 will now be in Goal 3, action 3.1
Action 1.3 will continue in the new LCAP cycle
Action 1.4 will now be added to action 1.3
Action 1.5 will now be in Goal 3, action 3.4
Action 1.6 will now be in Goal 3, action 3.6
Action 1.7 will now be included in action 1.4
Action 1.8 will be redefined and will be included in actions 1.4 and 1.5
Action 1.9 will now be included in action 1.5
Action 1.10 will now be included in action 1.5
Action 1.11 will now be included in action 1.5
Action 1.12 will now be included in action 1.5
Action 1.13 will now be included in action 3.2
Action 1.14 will now be included in action 1.3
Action 1.15 will now be included in action 1.4
Action 1.16 will now be included in action 1.9
Action 1.17 will now be included in action 1.6
Action 1.18 will now be in Goal 2, action 2.9
Action 1.19 will now be in Goal 2, action 2.6

Action 1.20 will now be in Goal 3, action 3.8
Action 1.21 will now be in Goal 3, action 3.3
Action 1.22 will now be included in action 1.2
Action 1.23 will now be included in action 1.2
Action 1.24 will now be included in action 1.2
Action 1.25 will now be in Goal 3, action 3.7
Action 1.26 will now be included in action 1.6
Action 1.27 will be redefined and will be included in action 1.4 and 1.6
Action 1.28 will now be included in action 1.6
Action 1.29 will now be included in action 1.6
Action 1.30 will be permanently deleted (blank)
Action 1.31 will be in Goal 3, action 3.9
Action 1.32 will now be in Goal 3, action 3.5
Action 1.33 will now be in Goal 3, action 3.6
Action 1.34 will be in Goal 3, action 3.4
Action 1.35 will be in Goal 3, action 3.4
Action 1.36 will now be in Goal 3, action 3.6
Action 1.37 will be permanently deleted (blank)
Action 1.38 will now be included in action 1.9
Action 1.39 will now be included in action 1.9
Action 1.40 will now be in Goal 2, action 2.1
Action 1.41 will be included in action 1.6

The goals, actions and metrics for Academic Excellence have been reassessed and redistributed in the 24-25 LCAP to align to the change in goals. Goals in the 24-25 LCAP align to the CNUSD Strategic Plan to focus on three main areas: 1. Academic Excellence, 2. Student safety and Well-Being and 3. Equity. As such, any goal that were clearly aligned to a different goal have been moved into that area in the upcoming LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students earning College and Career Readiness. State Priority 8	California School Dashboard, Additional Reports 2020 * Overall - 53.1 % * Hispanic - 44.5 % * English Learners - 14.2 % * Low Income (now Socio-economically Disadvantaged (SED)) - 43.3 % * Foster Youth - 24.4 % * African American - 47.1 % * Special Education - 13.0 %	California School Dashboard, Additional Reports 2021 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) Due to the COVID-19 Pandemic, the College and Career Readiness indicator was not calculated.	California School Dashboard, Additional Reports 2022 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) Due to the COVID-19 Pandemic, the College and Career Readiness indicator was not calculated.	California School Dashboard, Additional Reports 2023 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) * Overall - 47.9 % * Hispanic - 38.8% * English Learners - 13.4 % * Low Income (now Socio-economically Disadvantaged (SED)) - 42.3% * Foster Youth - 19.4% * African American - 36.4% * Special Education - 8.2%	* Overall - 56.1% * Hispanic - 50.5% * African American - 53.1% * English Learners - 20.2% * SED - 49.3% * Foster Youth - 30.4 % * Special Education - 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 Data Quest * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income (now Socio-economically Disadvantaged (SED)) - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 % * Special Education - 9.54 % * RFEP - 60.09 % 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 57.00 % * Hispanic - 48.6 % * English Learners - 23.1 % * SED - 46.0 % * Foster Youth - 28.6 % * African American - 57.3 %	2020 - 2021 - (Data Source: Data Quest) (Data source - Q SIS for RFEP) * Overall - 52.9 % * Hispanic - 44.0 % * English Learners - 18.7 % * SED - 40.3 % * Foster Youth - 10.5 % * African American - 52.5 % * Special Education - 12.8 % * RFEP - 60.09 %	2021 - 2022 - (Data Source: Data Quest) (Data source - Q SIS for RFEP) * Overall - 55.4% * Hispanic – 45% * English Learners - 19.2% * SED - 46.6% * Foster Youth - 17.9% * African American - 57.0% * Special Education - 13.2% * RFEP - 55.30%	2022 - 2023 - (Data source - Q SIS) * Overall - 55.64% * Hispanic - 46.92% * English Learners - 10.23% * SED - 49.08% * Foster Youth - 21.43% * African American - 49.80% * Special Education - 11.29% * RFEP - 58.37%	* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * SED - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 % Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 60 % * Hispanic - 52 % * English Learners - 30% * Low Income (now Socio-Economically Disadvantaged (SED)) - 52 % * Foster Youth - 35 % * African American - 61 % * Special Education - 20 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Special Education - 13.2 % * RFEP - 56.85 %				* RFEP - 63 %
Percentage of pupils who have successfully completed Career Technical Education sequence of courses or programs of study that align with state board approved Career Technical Education standards and frameworks. (i.e. CTE Completer is a two year sequence of courses and/or 300 hours.) State Priority 4	CA School Dashboard - 2020 * Overall - 14.74% * Low Income (now Socio-economically Disadvantaged (SED)) - 13.49% * English Learner - 13.24% * Special Ed - 25.00% * Hispanic – 13.98% * African American - 9.28% * Homeless – 4.40% * Foster Youth – 22.22%	CA School Dashboard, additional reports - 2021 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) * Overall - 15.5 % * Hispanic – 13.7 % * African American - 11.0 % * SED - 12.8 % * English Learner - 10.9 % * Special Ed - 16.8 % * Homeless – 7.1 % * Foster Youth – 4.5 %	CA School Dashboard, additional reports - 2022 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=3367033&scode=&reporttype=schools) * Overall - 16.2% * Hispanic – 13.8% * African American - 14.2% * SED - 13.7% * English Learner - 9.8% * Special Ed - 15.4% * Homeless – 4.3% * Foster Youth – 5.6%	CA School Dashboard, additional reports - 2023 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=3367033&scode=&reporttype=schools) * Overall - 17.0% * Hispanic – 13.1% * African American - 13.5 % * SED - 17.0 % * English Learner - 5.5 % * Special Ed - 31.0 % * Homeless – 13.3 % * Foster Youth – 0.0 %	* Overall - 17.74% * Hispanic – 19.98% * African American - 15.28% * SED - 19.49% * English Learner - 19.24% * Special Ed - 28.00% * Homeless – 10.40% * Foster Youth – 25.22%
Count and percentage of the students (grade 11 and 12) who graduated prior to the end of the 2020-2021 school year and students enrolled as grade 12 on the last day of the 2020-2021	2020-2021 (Data Source: Q - SIS / PowerBI Report) Total number of eligible students = 4262 * Overall - (433)	2020-2021 (Data Source: CA School Dashboard Additional Reports - https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=sc	2021-2022 (Data Source: CA School Dashboard Additional Reports - https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=3367033&scode=&reporttype=sc	2022-2023 (Data Source: CA School Dashboard Additional Reports - https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cdcode=3367033&scode=&reporttype=sc	* Overall - 10.91% * Hispanic - 9.56 % * African American - 9.70 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school year who have completed a CTE pathway AND A – G coursework. Adjusted metric definition: Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. State Priority 4	10.16 % * Hispanic - (180) 8.06 % * English Learners -(5) 1.55 % * Low Income (now Socio-economically Disadvantaged (SED)) - (120) 6.98 % * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 % * RFEP - (91) 9.08 % *Adjustment - New metric required by the state. Moving forward the data will come from the CA School Dashboard Additional Reports. **************** ***Revised metric field - removal of RFEP. Adjustment made for the 2021-2022 data moving forward to be in alignment with the report from the CA School Dashboard pubic facing reports.	hools) (Data Source for RFEP: Q - SIS / PowerBI Report) Total number of eligible students = 4321 * Overall - (436) 10.1 % * Hispanic - (180) 8.0 % * African American - (24) 8.3 % * English Learners - (7) 1.8 % * SED - (163) 6.8 % * Foster Youth - (1) 4.5 % * Special Education - (7) 1.3 % * RFEP - (91) 9.08 %	hools) Total number of eligible students = 4,402 * Overall - (462) 10.5% * Hispanic - (181) 7.7% * African American - (29) 11.8% * English Learners - (10) 2.2% * SED - (235) 7.8% * Foster Youth - (0) 0% * Special Education - (12) 2.4%	hools) Total number of eligible students = * Overall - (401) 9.0% * Hispanic - (154) 6.2% * African American - (14) 5.3% * English Learners - (10) 1.8% * SED - (276) 7.9% * Foster Youth - (0) 0% * Special Education - (13) 2.5%	* English Learners - 3.05 % * SED - 8.48 % * Foster Youth - 7.75 % * Special Education - 2.55% * RFEP - 10.58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 Data Source: CA School Dashboard Additional Reports Total number of eligible students = 4262 * Overall - (433) 10.16 % * Hispanic - (180) 8.06 % * English Learners - (5) 1.55 % * Low Income (now Socio-economically Disadvantaged (SED)) - (120) 6.98 % * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 %				
Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000)	2019-2020 (Data Source - Q Class Enrollment Analysis) * Overall - 7840*	2020 - 2021 (Data Source - Q Class Enrollment Analysis) * Overall - 7,763	2021 - 2022 (Data Source - Q Class Enrollment Analysis) * Overall - 8975	2022 - 2023 (Data Source - Q Class Enrollment Analysis) Overall - 6799	Overall - 8075* Dual Immersion - 10 Hispanic - 4621

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Dual Immersion - N/A * Hispanic - 4,486 * African American - 525 * Low Income (now Socio-economically Disadvantaged (SED)) - 3,096 * Foster Youth - 57 * SPED - 1,171 * EL - 695 * RFEP - 1,736 * Male - 5,297 * Female - 3,093 *This metric is reported in student numbers. 2019-2020 Adjusted Baseline (Data Source - Q Class Enrollment Analysis) * Overall - 7,607* * Dual Immersion - N/A * Hispanic - 4,486 * African American - 525 * Low Income (now Socio-economically Disadvantaged (SED)) - 3,096	* Dual Immersion - N/A * Hispanic - 4,122 * African American - 446 * SED - 3,182 * Foster Youth - 28 * SPED - 1,021 * EL - 2,688 * RFEP - 1,700 * Male - 4,817 * Female - 2,946 *This metric is reported in student numbers.	* Dual Immersion - N/A * Hispanic - 4826 * African American - 523 * SED - 5880 * Foster Youth - 45 * SPED -1450 * EL - 723 * RFEP - N/A * Male - 5620 * Female -3353 *This metric is reported in student numbers.	Dual Immersion - N/A Hispanic - 3453 African American - 385 Low Income - 6852 Foster Youth - 28 SPED - 867 EL - 484 RFEP - 1582 Male - 4226 Female - 2568 Non-Binary - 5** *This metric is reported in student numbers. **This number was added for year three.	African American - 541 SED - 3189 Foster Youth - 59 SPED - 1206 EL - 716 RFEP - 1,788 Male - 5,456 Female - 3,186 *This metric is reported in student numbers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Foster Youth - 57 * SPED - 1,171 * EL - 2414 * RFEP - 1,474 * Male - 5,297 * Female - 3,093 *This metric is reported in student numbers.				
Number of Career Technical Education students earning Industry Certification.	2018-2019 (NOTE: 2019-2020 Data not available due to pandemic school closures.) (Data Source: Q - SIS / PowerBI Report) *Overall - 774 * Dual Immersion - 6 * Low Income (now Socio-economically Disadvantaged (SED) - 255 * English Learner - 23 * RFEP -153 * Special Ed - 46 * Hispanic - 302 * African American - 42 * Homeless - 0 * Foster Youth - 0 * Female - 375 * Male - 399	2020 - 2021 (Data Source: Q - SIS / PowerBI Report) *Overall - 1,827 * Dual Immersion - * SED- * English Learner - * RFEP - * Special Ed - * Hispanic - * African American - * Homeless - * Foster Youth - * Female - * Male - * Due to an error in the data collection process in the 2020-21 school year, disaggregated data is not available. Corrections have	2021 - 2022 (Data Source: Q - SIS / PowerBI Report) *Overall - 1803 * Dual Immersion - 4 * SED- 64 * English Learner - 0 * RFEP - 24 * Special Ed - 0 * Hispanic - 661 * African American - 89 * Homeless - 0 * Foster Youth - 0 * Female - 840 * Male - 963	2022 - 2023 (Data Source: Q - SIS / PowerBI Report) Overall - 765 Dual Immersion - 16 SED (Low Income) - 482 English Learner - 40 RFEP - 155 Special Ed - 83 Hispanic - 337 African American - 26 Homeless - 0 Foster Youth - 0 Female - 276 Male - 472	* Overall - 805 * Dual Immersion - 7 * SED - 265 * English Learner - 24 * RFEP - 160 * Special Ed - 48 * Hispanic - 314 * African American - 44 * Homeless - 2 * Foster Youth - 2 * Female - 390 * Male - 415

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		been made to the process to ensure disaggregated data is available to report.			
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 Data Quest * Overall - 95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth -82.4% * African American - 98.3% * Special Education - 93.8% 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) * Overall - 94.5 % * Hispanic - 94.1% * African American - 97.6% * English Learner - 86.5% * Socio-economically Disadvantaged (SED) - 93.2 %	2020 - 2021 (Data Source: Data Quest) * Overall - 95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%	2021 - 2022 (Data Source: Data Quest) * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% * SED - 95.6% * Homeless - 79.7% * Foster Youth - 82.4% * Special Education - 84.6%	2022 - 2023 (Data Source: DataQuest) * Overall - 94.9% * Hispanic - 93.8% * English Learner - 88.0 % * Low Income - 94.3 % * Homeless - 86.8 % * Foster Youth - 85.3 % * African American - 96.2% * Special Education - 81.5%	* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * Special Education - 96.8% Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall - 95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6%				* Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87%
AP, IB OR college course success rate	2019 - 2020 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income (now Socio-economically Disadvantaged (SED)) - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.	2020 - 2021 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 92.49% Hispanic - 88.76 % African American - 88.94% EL - 83.02 % SED - 87.7 % Foster Youth - 50.00 % RFEP - 88.54% *Due to the COVID-19 Pandemic, IB testing was waived for the 2020 - 2021 school year. Therefore, the data reported does not include IB scores.	2021 - 2022 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 94.19% Hispanic - 91.27% African American - 90.16% EL - 80.00% SED - 92.0% Foster Youth - 100% RFEP - 96.34%	2022 - 2023 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 94.34% Hispanic - 91.44% African American - 92.26 % EL - 84.85 % SED - 92.85 % Foster Youth - 100.00 % RFEP - 93.13 %	* Overall - 96.71% * Hispanic - 100.0% * EL - 89.51% * SED - 100.00% * Foster Youth - 86.33% * African American - 96.48% * RFEP - 96.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP, IB OR college course participation	2019 - 2020 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 27.47% Hispanic- 21.0% EL - 7.65% Low Income (now Socio-economically Disadvantaged (SED)) - 20.87% Foster Youth - 5.83% African American - 23.73% RFEP- 30.57%	2020 - 2021 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 19.58% Hispanic- 15.15% EL - 3.14% SED - 13.55 % Foster Youth - 2.47% African American - 23.73% RFEP- 20.05%	2021 - 2022 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 21.48% Hispanic- 16.13% EL - 4.31% SED - 17.39% Foster Youth - 7.97% African American - 17.83% RFEP- 24.95%	2022 - 2023 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 27.77% Hispanic- 21.08% EL - 5.45 % Low Income- 24.47 % Foster Youth - 7.25 % African American - 24.24% RFEP- 33.88%	* Overall - 30.47 % * Hispanic- 27.0 % * EL - 13.65 % * SED - 29.87 % * Foster Youth-11.83 % * African American - 29.73 % * RFEP - 33.57 %

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

CNUSD believes in making post-secondary options a priority for our graduates. In addition, we ensure all students have access to State standards, including ELD standards, in all content areas, that increase school readiness, academic achievement and college/career readiness. All actions and services in this goal are to increase academic achievement for all students, inclusive of Foster Youth, English Learners, and Socioeconomically Disadvantaged students. High school counselors continued to prioritize academic plans, A-G and CTE pathway completion.

SUCCESSES
Graduating seniors continue to achieve at high numbers as exemplified by: 47.9% being prepared as measured by the CCI; of those, 55.64% have fulfilled the UC a-g entrance requirements; 17% have completed a CTE pathway; and 94.3% AP/IB/college course success rate. The graduation rate remains constant at roughly 95.0%.

CHALLENGES

CNUSD continues to suffer from declining enrollment which has affected the number of students enrolled in elective courses, especially in Career Technical Education (CTE). The district and the teacher's association also continue to negotiate on dual enrollment offerings.

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. While the actions in Goal 2 did not change, the section below details any expansion of services within the actions due to the increased allocation.

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

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2023-2024 Annual Update Tables included at the end of the 2024 Local Control and Accountability Plan. Estimated actuals will be carried over into the 2024-2025 actions. Material differences (greater than 10%) between budgeted expenditures and estimated actuals expenditures of actions in this goal are as follows:

2.1   CTE data development: Approximately $43,055 was spent due to an increase in the Qualtrex contract
2.4   CTE Student leadership: Approximately $200,000 was reinvested to support student competition costs
2.7   CTE high quality staff: Approximately $1,808,937 was spent that accounts for step and column, increase in RCOE staffing contract, and AP on Special Assignment
2.8   AP/IB Supports: Approximately $454,155 was added to support the new Primary Years Program (PYP)
2.9   School connectedness: Approximately $200,000 was reinvested to support students in the Puente and Umoja programs

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

Each action item in our LCAP contains a number of action steps that support the implementation of the action. The majority of Goal 2 (College and Career Readiness) actions have been effective in making progress toward the goal; however, factors that affected full implementation were a function of inconsistent monitoring, inconsistent implementation across all sites, a lack of consistent messaging, and inconsistent adherence to protocols. As such, the district will continue to support the sites with a-g completion, CTE pathway completion, industry certifications, and by providing post-secondary resources.

The following is an explanation of how effective the actions were in making progress towards Goal 2:

State Priority 4 (Pupil Achievement)
Action 2.2
Action 2.4
Action 2.6
Action 2.7

Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). SOMEWHAT EFFECTIVE – 55.64% of students completed the metric. Students continue to weigh their options to enroll in a four-year college versus a two-year college where they do not need to meet this requirement. This is a 2.74% increase from year 1: yet 6.11% less than the district's goal.

Percentage of pupils who have successfully completed Career Technical Education sequence of courses or programs of study that align with state board approved Career Technical Education standards and frameworks. (i.e. CTE Completer is a two-year sequence of courses and/or 300 hours.) SOMEWHAT EFFECTIVE – 17% of students completed a pathway in 2023. Over this three-year LCAP cycle there has been steady growth, yet the district is 0.74% below the stated goal. District CTE staff continue to work with the high school staff to provide professional development on pathway completion.

Count and percentage of the students (grade 11 and 12) who graduated prior to the end of the 2020-2021 school year and students enrolled as grade 12 on the last day of the 2020-2021 school year who have completed a CTE pathway AND A – G coursework. SOMEWHAT EFFECTIVE – Over the past three years, this percentage has stayed fairly stable from 9.0% to 10.0%

State Priority 5 (Pupil Engagement)
Action 2.6
Action 2.10
Action 2.11
Action 2.12

Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) SOMEWHAT EFFECTIVE – CNUSD saw a decline in graduation rate in 23-24 to 94.9%. Continued action in the area of credit recovery options, tracking middle school and high school graduates, and retraining registrars to ensure all data is clean is underway.

State Priority 8 (Other Pupil Outcomes)
Action 2.1
Action 2.2
Action 2.3

Percentage of students earning College and Career Readiness. SOMEWHAT EFFECTIVE – This indicator has only been measured one time over the past three years and is 4.8% lower than the 2020 baseline. In 2023, 47.9% of students were identified as prepared under the CCI. CNUSD is just under 10% from reaching our established goal.

Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000) SOMEWHAT EFFECTIVE – Participation in CTE courses has slowly declined to just under 6,800 9th-12th grade students in 2023. This is attributed to overall decline in enrollment in the CNUSD student population. CNUSD students with disabilities show very low on this indicator and requires investigation into the cause.

Number of Career Technical Education students earning Industry Certification. SOMEWHAT EFFECTIVE – This is an indicator that CNUSD continually strives to improve. The number of certifications earned in 2023 is the lowest since the 2020 base year. CNUSD is currently vetting all industry certifications (existing and potential new ones) which should increase the number earned by our students in 2024. Anecdotal data is indicating that those students who complete industry certifications are being hired at higher rates than those without.

AP, IB OR college course success rate. EFFECTIVE – CNUSD has 94.34% of students who take a college course who are successful in the course. CNUSD did increase but did not meet the goal of 96.71%.

AP, IB OR college course participation. SOMEWHAT EFFECTIVE – Over the past three years, participation rates in these programs has increased by 8.19%.

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

The 2024-27 LCAP marks the initiation of a new three-year cycle. In collaboration with educational partners, CNUSD has conducted a comprehensive review of the metrics, goals, and actions/services, aligning them to better address the district's needs in effectively serving all students, particularly those classified as unduplicated students.

In alignment with the CNUSD Strategic Plan, last year's Goal 3 - Student Safety and Well-being, has been moved to Goal 2. Last year's actions from Goal 2 can now be found in the new goals of the updated LCAP.

The 2024-2027 Goal two metrics have been changed to measure actions within the Student Safety and Well-being goal, Metrics that were previously in Goal 3 have moved to Goal 2. The metrics include the Local Indicators for priority 3 nd priority 6; Attendance rate; Chronic Absenteeism; Middle School Dropout rate; High School Dropout rate; Pupil Suspension rate and Pupil Expulsion.

Changes to the 2023-2024 Goal 2 actions are listed below:

Action 2.1 will now be in Goal 1, action 1.8
Action 2.2 will now be in Goal 1, action 1.3

Action 2.3 will now be in Goal 1, action 1.8
Action 2.4 will now be in Goal 1, action 1.8
Action 2.5 will be permanently deleted (blank)
Action 2.6 will now be in Goal 1, action 1.8
Action 2.7 will now be in Goal 1, action 1.8
Action 2.8 will now be in Goal 1, action 1.7
Action 2.9 will remain in the updated Goal 2, action 2.7
Action 2.10 will now be in Goal 1, action 1.7
Action 2.11 will remain in the updated Goal 2, action 2.4
Action 2.12 will now be in Goal 1, action 1.7

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or Decrease the Middle School Dropout Rate Priority Area 5	2019 - 2020 CALPADS/Q (SIS) 0.00 %	2020 - 2021 (Data Source: CALPADS/Q - SIS) 0.00 %	2021 - 2022 (Data Source: CALPADS/Q - SIS) 0.00%	2022 - 2023 (Data Source: CALPADS/Q - SIS) 0.00%	0.00%
Maintain or Decrease the High School Dropout Rate Overall Priority Area 5	2019-2020 Data Quest * Overall - 2.7% * Hispanic - 3.9% * English Learner - 8.4% * Low Income (now Socio-economically Disadvantaged (SED)) - 4.2% * Homeless - 10.3% * Foster Youth - 15.7% * African American - 1.0% * Special Education - 5.5%	2020 - 2021 (Data Source: Data Quest) * Overall - 2.0 % * Hispanic - 3.2 % * African American - 1.0 % * English Learner - 7.6 % * SED - 3.1 % * Homeless - 3.1 % * Foster Youth - 18.5 % * Special Education - 2.1 %	2021 - 2022 (Data Source: Data Quest) * Overall - 1.5% * Hispanic - 2.1% * African American - 0.4 % * English Learner - 5.1% * SED - 1.8% * Homeless - 8.7% * Foster Youth - 11.8 % * Special Education - 3.2%	2022 - 2023 (Data Source: Data Quest) * Overall - 1.8% * Hispanic - 2.4 % * African American - 0.8% * English Learner - 4.4% * SED - 2.0 % * Homeless - 4.5% * Foster Youth - 9.7% * Special Education - 4.7%	* Overall - 1.2% * Hispanic - 2.4% * African American - 1.0% * English Learner - 5.4% * SED - 2.7% * Homeless - 4.3 * Foster Youth - 9.7% * Special Education - 4.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or Decrease the Pupil Suspension Rates Priority Area 6	2019 - 2020 CALPADS/ Q (SIS) * Overall - 2.62% * Hispanic - 2.8% * English Learner - 3.24% * Low Income (now Socio-economically Disadvantaged (SED)) - 3.33% * Homeless - 4.35% * Foster Youth - 13.28% * African American - 5.25% * Special Education - 4.73% *Due to the Pandemic, the Suspension Rate is through March 13, 2020.	2020 - 2021 (Data Source: CALPADS/Q - SIS) * Overall - 0.1 % * Hispanic - 0.1 % * African American - 0.3 % * English Learner - 0.1 % * SED - 0.2 % * Homeless - 0.0 % * Foster Youth - 0.8 % * Special Education - 0.3 %	2021 - 2022 (Data Source: CALPADS/Q - SIS) * Overall - 2.97% * Hispanic - 3.5% * African American - 4.0% * English Learner - 4.33% * SED - 3.85% * Homeless - 7.69% * Foster Youth - 10.69% * Special Education - 5.58%	2022 - 2023 (Data Source: CALPADS/Q - SIS) * Overall - 4.7% * Hispanic - 5.6% * English Learner - 6.5% * Low Income - 5.6 % * Homeless - 8.4% * Foster Youth - 15.7% * African American - 7.9% * Special Education - 8.2 %	* Overall - 1.87% * Hispanic - 2.05% * African American - 4.5% * English Learner - 2.49% * SED - 2.58% * Homeless - 3.6% * Foster Youth - 10.28% * Special Education - 3.98%
Maintain or Decrease the Pupil Expulsion Rates Priority Area 6	2019 - 2020* (Data Source: Data Quest) 0.10% *Due to the Pandemic, the Expulsion Rate is through March 13, 2020.	2020 - 2021 (Data Source: Data Quest) 0.0 %	2021 - 2022 (Data Source: Data Quest 0.2%	2022 - 2023 (Data Source: Data Quest) 0.2%	0.10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 Data Quest * Overall - 95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8% 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall - 94.5 % * Hispanic - 94.1% * African American - 97.6% * English Learner - 86.5% * Socio-economically Disadvantaged (SED) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6%	2020 - 2021 (Data Source: Data Quest) * Overall - 95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%	2021 - 2022 (Data Source: Data Quest) * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% * SED - 95.6% * Homeless - 79.7% * Foster Youth - 82.4% * Special Education - 84.6%	2022 - 2023 (Data Source: DataQuest) * Overall - 94.9% * Hispanic - 93.8% * English Learner - 88.0 % * Low Income - 94.3 % * Homeless - 86.8 % * Foster Youth - 85.3 % * African American - 96.2% * Special Education - 81.5%	* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * Special Education - 96.8% Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall - 95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90% * Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or Decrease the Chronic Absenteeism rate for students in grades K - 8 Priority Area 5	2019 - 2020* CALPADS/ Q (SIS) * Overall - 5.51% * Hispanic - 6.41% * English Learner - 5.75% *Low Income (now Socio-economically Disadvantaged (SED)) - 7.75% * Homeless - 27.32% * Foster Youth - 14.11% * African American - 6.94% * Special Education - 7.80% *Due to the Pandemic, the Chronic Absenteeism Rate is through March 13, 2020.	2020 - 2021 (Data Source - CALPADS/ Q (SIS) * Overall - 8.89% * Hispanic - 11.52% * African American - 12.43% * English Learner - 14.1% * SED - 13.63% * Homeless - 21.82% * Foster Youth - 16.76% * Special Education - 12.69%	2021 - 2022 (Data Source: CALPADS/Q - SIS) * Overall - 24.20% * Hispanic - 29.11% * African American - 27.12% * English Learner - 27.58% * SED - 28.08% * Homeless - 60.00% * Foster Youth - 33.33% * Special Education - 31.61%	2022 - 2023 (Data Source: CALPADS/Q - SIS) * Overall - 20% * Hispanic - 23.6 % * English Learner - 21.9 % * Low Income - 23.2 % * Homeless - 36.85 % * Foster Youth - 23.8 % * African American - 22.8 % * Special Education - 28.1 %	* Overall - 2.51% * Hispanic - 3.41% * African American - 3.94% * English Learner - 2.75% * SED - 4.75% * Homeless - 21.32% * Foster Youth - 8.11% * Special Education - 4.8%
Maintain or Increase the overall attendance rate for grades K - 12 Priority Area 5	2019-2020 CALPADS/ Q (SIS) * Overall 95.77%	2020 - 2021 (Data Source - CALPADS/ Q (SIS) * Overall 96.16%	2021 - 2022 (Data Source: CALPADS/Q - SIS) 94.03%	2022 - 2023 (Data Source: CALPADS/Q - SIS) 93.74%	* Overall - 97.27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students responding favorably to the Local SEL Survey *Originally the local survey used was the CORE survey via Panorama. We have switch to the California Healthy Kids Survey. Priority Area 6	4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 70.5% Sense of Belonging 70.5% Support for Academics 77.5% Safety 68.5% 2019 - 2020 - Adjusted Baseline (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_1920_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Unified_1920_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable School Connectedness - 75%	2020 - 2021 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_2021_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Unified_2021_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable School Connectedness - 73% Social and emotional learning supports - 75% Feel Safe at School - 83% Students treated with respect - 91% Secondary - Grades 7, 9 , and 11 Percent Favorable	2021 - 2022 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_2122_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Unified_2122_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable School Connectedness - 74% Social and emotional learning supports - 75% Feel Safe at School - 80% Students treated with respect - 85% Secondary - Grades 7, 9 , and 11 Percent Favorable	2022 - 2023 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_2122_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Unified_2122_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable School Connectedness - 74 % Social and emotional learning supports - 75% Feel Safe at School - 80% Students treated with respect - 87 % Secondary - Grades 7, 9 , and 11	4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 76.55 % Sense of Belonging 76.55% Support for Academics 83.5 % Safety 74.5 % Revised Desired Outcomes: Elementary - Grade 5 Percent Favorable School Connectedness - 81% Social and emotional learning supports - 83% Feel Safe at School - 86% Students treated with respect - 93% Secondary - Grades 7, 9, and 11 Percent Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social and emotional learning supports - 77% Feel Safe at School - 80% Students treated with respect - 87% Secondary - Grades 7, 9 , and 11 Percent Favorable School Connectedness Grade 7 - 69% Grade 9 - 62% Grade 11 - 55% Academic motivation Grade 7 - 78% Grade 9 - 72% Grade 11 - 68% Caring adult relationships - Grade 7 - 62% Grade 9 - 57% Grade 11 - 57% School perceived as very safe or safe Grade 7 - 71% Grade 9 - 62% Grade 11 - 54%	School Connectedness Grade 7 - 65% Grade 9 - 59% Grade 11 - 54% Academic motivation Grade 7 - 68% Grade 9 - 59% Grade 11 - 55% Caring adult relationships - Grade 7 - 63% Grade 9 - 52% Grade 11 - 53% School perceived as very safe or safe Grade 7 - 75% Grade 9 - 70% Grade 11 - 66%	School Connectedness Grade 7 - 61% Grade 9 - 56% Grade 11 - 54% Academic motivation Grade 7 - 65% Grade 9 - 60% Grade 11 - 60% Caring adult relationships - Grade 7 - 55% Grade 9 - 50% Grade 11 - 55% School perceived as very safe or safe Grade 7 - 61% Grade 9 - 58% Grade 11 - 60%	Percent Favorable School Connectedness Grade 7 - 62 % Grade 9 - 58% Grade 11 - 55% Academic motivation Grade 7 - 67% Grade 9 - 63% Grade 11 - 61% Caring adult relationships - Grade 7 - 58% Grade 9 - 52% Grade 11 - 55% School perceived as very safe or safe Grade 7 - 63% Grade 9 - 59% Grade 11 - 61%	School Connectedness Grade 7 - 75% Grade 9 - 68% Grade 11 - 61% Academic motivation Grade 7 - 84% Grade 9 - 78% Grade 11 - 74% Caring adult relationships - Grade 7 - 68% Grade 9 - 63% Grade 11 - 63% School perceived as very safe or safe Grade 7 - 77% Grade 9 - 68% Grade 11 - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement - Numbers of parents represented are inclusive of unduplicated students and students with exceptional needs. These parents attended workshops, trainings and gave input in surveys.	2020 - 2021 Parent Center Reporting 14,486	2021-2022 Parent Center Reporting 18,588	2022 - 2023 Parent Center Reporting 14,688	2023 - 2024 Parent Center Reporting 10,954	20,486
Parent Satisfaction Climate Survey School is an inviting place to learn Revised metric - LCAP and Strategic Plan Community Engagement Survey: The school environment is an inviting place for my child to learn. Revised 2024 - This school is a supportive, inviting and inclusive place for students and families	2019 - 2020 88%	2021 - 2022 92.8% of the participants responded favorably (Strongly Agree and Agree)	2022 - 2023 92.40% of the participants responded favorably (Strongly Agree and Agree)	2023 - 2024 83.76% of the participants responded favorably (Strongly Agree and Agree)	94% Revised Desired Outcome: 95% of the participants responded favorably (Strongly Agree and Agree)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Satisfaction Climate Survey School encourages students of all races to enroll in challenging courses

Revised metric - LCAP and Strategic Plan Community Engagement Survey:

Importance of CTE courses that satisfy A - G required courses for UC/CSU eligibility

Revised 2024 - Has quality programs for my child's talents, gifts and needs. | 2019 - 2020

69%

New Baseline 2021 - 2022

90.8% of the participants responded favorably (Very Important and Important) | 2021 - 2022

90.8% of the participants responded favorably (Very Important and Important) | 2022 - 2023

89.94% of the participants responded favorably (Very Important and Important) | 2023 - 2024

74.42 % of the participants responded favorably (Very Important and Important) | 75%

Revised Desired Outcome: 94% of the participants responded favorably (Very Important and Important) |
| Parent Satisfaction Climate Survey School welcomes parent input and contribution

Revised metric - LCAP and Strategic Plan Community Engagement Survey: | 2019 - 2020

67% | 2021 - 2022

87.7% of the participants responded favorably (Strongly Agree and Agree) | 2022 - 2023

87.5% of the participants responded favorably (Strongly Agree and Agree) | 2023 - 2024

79.53% of the participants responded favorably (Strongly Agree and Agree) | 73%

Revised Desired Outcome: 92% of the participants responded favorably (Strongly Agree and Agree) |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Does the school welcome parent input and contributions? Revised 2024 - Parents feel welcome to participate at this school					
Teacher Satisfaction Survey Welcoming environment at the school site Revised metric - LCAP and Strategic Plan Community Engagement Survey: How aware are you of the mental health and wellness supports available for your student at school?	2019 - 2020 94% New Baseline 2021 - 2022 62.5% of the participants responded favorably (Very Aware and Aware)	2021 - 2022 62.5% of the participants responded favorably (Very Aware and Aware)	2022 - 2023 64% of the participants responded favorably (Very Aware and Aware)	2023 - 2024 Data not available; survey discontinued	97% Revised Desired Outcome: 66.5% of the participants responded favorably (Very Aware and Aware)
Teacher Satisfaction Survey	2019 - 2020 95%	2021 - 2022 79.7% of the participants	2022 - 2023 77.6% of the participants	2023 - 2024 Data not available; survey discontinued	98% Revised Desired Outcome:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe school and classroom environment Revised metric - LCAP and Strategic Plan Community Engagement Survey: At school, how safe does your student feel both physically and social emotionally?	New Baseline 2021 - 2022 79.7% of the participants responded favorably (Very Safe and Safe)	responded favorably (Very Safe and Safe)	responded favorably (Very Safe and Safe)		85% of the participants responded favorably (Very Safe and Safe)
Teacher Satisfaction Survey Developing a school site anti-bullying plan that addresses bullying at all levels Revised metric - LCAP and Strategic Plan Community Engagement Survey: The school family engagement activities support learning outside the classroom.	2019 - 2020 92% New Baseline 2021 - 2022 80.9% of the participants responded favorably (Strongly Agree and Agree)	2021 - 2022 80.9% of the participants responded favorably (Strongly Agree and Agree)	2022 - 2023 82.06% of the participants responded favorably (Strongly Agree and Agree)	2023 - 2024 Data not available; survey discontinued)	95% Revised Desired Outcome: 85% of the participants responded favorably (Strongly Agree and Agree)

Goal Analysis

Goal three was focused on ensuring that all students have the supports necessary to make academic and social emotional gains in a physically and emotionally safe environment. The actions and services within goal three work together to positively impact student achievement. The culmination of the students' academic journey is graduation. All actions and services in this goal are designed to increase social emotional, behavioral, and school safety supports for all students, inclusive of Foster Youth, English Learners, and Socioeconomically Disadvantaged students. There have been many substantial efforts in Student Safety and Well Being through the last 3 years' LCAP cycle. As such we have utilized the LCAP to provide comprehensive counseling services across all school sites. We have also further developed our Multi-Tiered System of Supports (MTSS). We have supported the safety of our students and school sites by providing both Security Attendants and School Resource Officers across all grade levels. We have leveraged our Parent Center to provide for the wide range of needs within our community and made significant efforts with our families most in need of services and support. We have implemented a wide range of Tier 2 and Tier 3 Social Emotional and Behavioral Supports for our students through the MTSS Framework.

All of the following action items were implemented as outlined in the 2023-2024 LCAP: SART/SARB, Social Emotional Learning Professional Development, Support for MTSS Implementation, Academic Saturday School, Intervention Counselors, School Resource Officers, EL Tier 3 Counselor Support, Comprehensive Counseling Services, Foster and Homeless Support, Tier 3 WRAP Services, School Nurses, STEPS Program, UNITY Programs. Parent Center, Tier 2 and 3 Mental Health Supports, Athletics, Social Workers, and School Security Attendants.

Successes:
CNUSD has experienced success with continued implementation of the Restorative SART/SARB Processes throughout the district to assist with decreasing chronic absenteeism and increasing attendance rates. We have been able to provide some needed support to school sites in building strong character education programs meant to support Tier 1 expectations on our campuses. The MTSS TSAs have played a vital role in developing system-wide processes when it comes to Access/Match Fit into our Multi-Tiered Systems of Support. Tier 2 and 3 academic supports have been provided to our students through Academic Saturday School as well as specific counselors at the secondary level to help with targeted groups of English Learners. CNUSD's commitment to student mental health is evident through the continued support of full-time counselors at every elementary campus. These counselors have become a layer of Multi-Tiered Intervention that has been vital to the success of our elementary schools. In addition, we are supporting elementary Tier 2 needs by hiring and implementing a strong program to address prosocial skills through the STEPS program. Due to widespread need for Tier 3 Mental Health Supports resources such as Gaggle and Care Solace identify and intervene with students experiencing Tier 3 needs have been provided. CNUSD has used funds to grow our group and individual mentoring programs so that they can support more student needs. The CNUSD Parent Center programs have had a tremendous impact on students and families through diverse program options, individual tiered support, foster and homeless supports, and parent education.

CNUSD is proud to share that the 4-year cohort graduation rate for 2022-2023 is 94.9%, and it is above both the state and county averages. Gains are noted in these subgroups: Homeless (6.8%), Foster Youth (2%), Pacific Islander (4.3%). Efforts need to continue to increase graduation rates for the following groups who decreased by their respective percentages: Students with Disabilities (3.1%), English Learner (0.9%), Hispanic (1.6%), Low Income (1.3%), African American (2.1%), and Two or More Races (2.1%).

Based on our data from the CA Dashboard the following data points showed improvement through the 3 years of LCAP Implementation: Chronic Absenteeism was at 20% overall in 2023, 21.9% for English Learners in 2023, 23.8% for Foster in 2023, and 23.2% for our Low-Income Students. Since the pandemic, our Chronic Absenteeism Rates have been steadily improving year after year. Our local SEL Indicator Data shows that we maintained our high marks when it comes to students feeling safe and connected at school.

Challenges:
CNUSD experienced issues when Counselors were assigned schools regardless of size at the elementary level. The challenge was that larger schools often had a much higher ratio of students to counselors, thus making services less available for those students most in need. Additionally, while we have experienced a positive response to our use of Registered Behavior Technicians (RBTs) and have learned that this service is more necessary than we can imagine, as the post COVID behaviors are more intense and enduring than previously thought, rising costs for these services through outside agencies is an issue. We are investigating other ways to provide this service in a more cost effective way. Another challenge has been in sustaining the requests from school sites in developing and sustaining lasting Character Education programs. Because of this we are looking at ways to assist school sites internally in working through Character Education. Also, the Parent Center has seen a substantial increase in families with serious Tier 2 and Tier 3 Needs and as such has had to work to systematize parent supports in a way that meets the diverse familial needs.

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. While the actions in Goal 3 did not change, the section below details any expansion of services within the actions due to the increased allocation.

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

Mid-year CNUSD received additional supplemental and concentration funding, not previously allocated in the 2023-2024 plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2023-2024 Annual Update Tables included at the end of the 2024 Local Control and Accountability Plan and estimated actuals will be carried over into the 2024-2025 actions. Material differences (greater than 10%)between budgeted expenditures and estimated actuals expenditures of actions in this goal are as follows:

3.1   SART and SARB: Approximately $300,000 was spent on Everyday Labs to support increased attendance
3.2   SEL & Character Education: Approximately $990,000 was spent on the Flippen Group to provide Capturing Kids hearts trainings to school sites
3.5   Multi-tiered System of Supports: Approximately $609,500 was spent on step and column and additional Registered Behavior Technicians to address the behavioral needs of our primary students
3.7   Intervention Counselors: Approximately $154,960 was spent for step and column
3.12 School Resource Officers: Approximately $500,000 was spent to cover the increased costs of the city/county contracts and provide additional hours for safety at districtwide/schoolwide events
3.13 EL Tier 3 Supports: Approximately $180,000 was spent to provide additional supports to EL students at Orange Grove High School

3.14 Counseling: Approximately $656,707 was spent to add two additional counselors' midyear and for step and column
3.16 Tier 3 Wrap Services: Approximately $238,000 was spent to provide additional therapy services to students at Eleanor Roosevelt High School
3.17 Nurses: Approximately $310,000 was spent for step and column
3.18 STEPs Aides: Approximately $298,439 was spent to provide additional hours to STEP aides across the district, step and column
3.21 Mentorship: Approximately $30,000 was spent to provide training to students at Pollard High School in peer mentoring
3.22 Parent Center: Approximately $426,908 was spent for step and column and upgrades to the Parent Center facility
3.23 Parent Center programs: Approximately $507,000 was spent to support educational and support service programs for the families in the district
3.29 Athletics: Approximately $1,634,765 was spent to support athletics which included additional athletic training support throughout the year and additional support to each HS.
3.31 Security: Approximately $675,828 was spent for step and column and additional security attendants.

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

We believe that the following actions were effective during this LCAP cycle and are looking to include again during the action cycle from 2024-2027: Tier 1/2/3 Social Emotional and Mental Health Supports, Parent Center Programs, Increased Athletics, Comprehensive Counseling Services, Social Workers, School Nurses, and School Security Attendants. Character Education will be funded at the site level for 2024-25. Contracted WRAP Services will be discontinued going into the 2024-2027 LCAP Cycle and those services will be addressed through CNUSD Social Workers and the addition of three MTSS TSAs.

A big measure of how students are supported in their academics is seen in our suspension and expulsion rate for students. Overall our suspension rates for all student groups increased this past year, including an increase in all measured subgroups. This shows that interventions need to continue for all students, but that additional monitoring of data by both the district office and school sites is necessary to make sure we are making informed decisions about the use of suspension as an intervention.

On our California Healthy Kids Survey, students in CNUSD have maintained high student survey results in the areas of academic motivation and school connectedness, while showing some areas for growth in feelings of student safety and connection to adults. On the parent satisfaction climate surveys, CNUSD has maintained a high level of parent satisfaction on school climate, challenging coursework, and providing welcoming environment to parents. On CNUSD's staff surveys, staff continue to report high levels of satisfaction with school climate and anti-bullying policies.

The amount of growth over the past few years and have become a vital resource to schools and families in the effort to support families as they work their way through a wide range of issues including homelessness, food insecurity, parenting support, and foster supports. Some challenges experienced this school year include increased needs for Tier 2 and Tier 3 behavioral supports for our students. There is a need to increase supports for sites that have students experiencing a high degree of behavioral dysregulation. Another challenge has been dealing with increased safety needs across our campuses and the need for additional support from law enforcement and security personnel to keep

school sites safe. Rising transportation costs have affected school site's abilities to utilize funds for athletics in a way that supports student involvement in extra-curricular programming. In the area of mentoring, we have seen a rise in students needing Tier 3 structured, individual mentoring programs beyond group mentoring.

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

The 2024-27 LCAP marks the initiation of a new three-year cycle. In collaboration with educational partners, CNUSD has conducted a comprehensive review of the metrics, goals, and actions/services, aligning them to better address the district's needs in effectively serving all students, particularly those classified as unduplicated students.

In alignment with the CNUSD Strategic Plan, Goal 3 is now Equity and Access. Last year's Goal 3 is now Goal 2. Metrics for this new Goal include Local indicators for priority 1, 2, and 7; percentage of students making progress on English Learner Progress indicator (ELPI); English Learner Reclassification rate.

The 2024-2027 Goal two metrics have been changed to measure actions within the Student Safety and Well-being goal, Metrics that are now included in this Goal include:
Priority 3 - Parent Involvement Survey
Priority 5 - K-12 Attendance Rates
Priority 5 - Chronic Absenteeism
Priority 5 - Middle School Drop Out Rate
Priority 5 - high School Drop Out Rate
Priority 6 - Suspension rate
Priority 6 - Expulsion Rate
Priority 6 - Local Climate Survey (California Healthy Kids Survey)
Priority 3 - Parental involvement

In the process of formulating the new goals, existing actions under Goal 1-3 have been realigned and categorized to provide a clearer description of the services offered to students, facilitating effective progress monitoring. These changes in Goal 3 include:

Action 3.1 is now in Goal 2, action 2.8
Action 3.2 is now in Goal 2, action 2.1
Action 3.3 will be permanently deleted (blank)
Action 3.4 will be permanently deleted (blank)
Action 3.5 will now be in Goal 2, action 2.1
Action 3.6 is now in Goal 2, Action 2.2
Action 3.7 is now in Goal 2, action 2.4

Action 3.8 - 3.11 will be permanently deleted (blank)
Action 3.12 will now be in Goal 2, action 2.4
Action 3.13 will now be included in action 3.6
Action 3.14 will now be in Goal 2, action 2.4
Action 3.15 will now be included in action 3.8
Action 3.16 will now be in Goal 2, action 2.3
Action 3.17 will now be in Goal 2, action 2.5
Action 3.18 will now be in Goal 2, action 2.2
Action 3.19 will now be in Goal 2, action 2.7
Action 3.20 will now be in Goal 2, action 2.3
Action 3.21 will now be in Goal 2, action 2.2
Action 3.22 will now be in Goal 2, action 2.8
Action 3.23 will now be in Goal 2, action 2.8
Action 3.24-3.28 will be permanently deleted (blank)
Action 3.29 will now be in Goal 2, action 2.7
Action 3.30 will now be in Goal 2, action 2.3
Action 3.31 will now be in Goal 2, action 2.10

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The 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 seventh largest in the state of California. As a large urban school district, we serve approximately 50,790 students pre-school through adult transition across 53 schools. Our schools include: 31 TK-6 elementary schools, two TK-8 Academies, two middle schools (6-8), six intermediate schools, five comprehensive high schools, three alternative high schools, a middle college high school, a school for students with exceptional needs, an adult school, and a TK-12 virtual school. CNUSD provides a wide variety of educational programs such as: Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning Opportunities Program (ELOP)/After School Education and Safety Program (ASES), full-day kindergarten, AVID K-12, Advanced Placement (AP), International Baccalaureate (IB) TK-12 through the Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP), and Career Program (CP) in grades 11-12. Additionally, CNUSD offers a robust Career-Technical Education (CTE) program with over 60 2-year pathways. CNUSD also partners with Norco College to offer dual enrollment to all comprehensive high schools and in our Middle College High School. CNUSD believes in educating the whole child; therefore, the social-emotional component to learning is very important. Counseling services continue to be expanded TK-12 with a focus on unduplicated students and on Foster Youth, with dedicated counselors to support the Foster Youth and Homeless students throughout CNUSD. Organized athletic activities as well as the arts and music are currently offered in grades 4-12.

CNUSD serves a diverse student population which includes: 53.7% Hispanic, 20.8% White, 12.6% Asian, 5.6% African American, and 3.1% Filipino^. Over 50 languages are spoken within our schools. In Corona-Norco, 71.1%^ of students are socioeconomically disadvantaged and 14.9%^ are classified as English Learners. The unduplicated count of students who qualify as low income, English learners, or foster youth is 72.3%*, qualifying CNUSD to receive concentration funding.

CNUSD employs just under 6,000 certificated and classified staff. CNUSD has a strong reputation in California as a high-performing system. CNUSD students, programs, and schools consistently receive county, state, and national recognition. Of the 53 schools in the district, over half have been named as California Distinguished Schools, and this year Auburndale Intermediate was awarded the Golden Bell Award for its excellence with English learners and multi-literacy. Of significant note, CNUSD had two schools, Eastvale Elementary and JFK Middle School College, named as National Blue Ribbon Schools in 2024. Corona-Norco ranks among the top districts in Riverside County in

conventional measures of student achievement and engagement, with a four-year adjusted cohort graduation rate of 94.9%^ and an A-G completion rate of 51.6%^. Corona-Norco prides itself on a two-pillar approach to educating its students, supporting a high level of academic rigor and relevance and providing for the social-emotional needs of every student.

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

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

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

CNUSD's District Values:
We **VALUE** and strive to be …

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

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

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these identified school sites. CNUSD has three schools that qualify for the Equity Multiplier funding: Academy of Innovation, Lee V. Pollard High School, and Orange Grove High School.

Reflections: Annual Performance

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

Corona Norco Unified School District continues to be one of the top performing districts in Riverside County, outperforming all neighboring districts in ELA, and Math. With the lowest chronic absentee rate and the second highest graduation rate in Riverside County, there is much to celebrate.

- Twenty-seven of the district schools show above standard measures for English Language Arts (tested in grades 3-8, 11) and seven high schools have graduation rates over 96 percent.
- When we consider outcomes for student groups, we see exceptional outcomes (above standard) for our students who identify as Asian, Filipino, White and Multiple Races as well as significant gains for Pacific Islanders and American Indian/Alaska Native in ELA.
- In Graduation Rate, African American, Asian, Filipino, White and Multiple Race students are doing exceptionally well, with impressive results for both Foster and Homeless Youth Student Groups as well.
- Our students come to us speaking 59 different languages, with the three most common languages spoken being Spanish, Mandarin (Putonghua) and Arabic. In the 2022-23 school year, 18% of students reclassified as English Proficient students, the highest percentage of reclassifications in district record.
- When we look closer at our graduates, we find that 47.9% achieved a College Career Prepared Rating, with an additional 18.6% coming very close to this benchmark. The majority of our students achieve this by doing well on the state assessment (SBAC), passing Advanced Placement exams, taking A-G courses that are required for acceptance into Cal State University or University of California systems. We also had 333 graduates earn the State Seal of Biliteracy in 2023, 361 complete a Career Technical Education Pathway during high school, and 358 earn college credit through Dual Enrollment or concurrent enrollment options.

There are always areas where districts can improve outcomes, and CNUSD is no exception. To identify these areas, California Dashboard indicates school and student group level data where needs exist. They do this by measuring six different areas and comparing outcomes in 2023 to outcomes in 2022. Where there are low achievement levels, or outcomes in the opposite direction than desired the dashboard will show indication of need. For more information of how the CA Dashboard works, visit caschooldashboard.org or check out the dashboard technical guides at https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp

In the 2023 school year, a number of schools in CNUSD were identified with needs, evident by receiving a Red indicator in one of the state indicators. The chart below shows the sites with school-wide red marks in each of the indicators.

Indicator	List of Schools with All Student Lowest Level (Red)
SBAC ELA	Lee V Pollard

SBAC Math	Academy of Innovation, Lee V Pollard	
CCI	Corona Norco Alternative, Lee V Pollard, Orange Grove	
ELPI	Franklin, Centennial, Eisenhower, Eastvale, Home Gardens, Lee V Pollard, Rondo, Reagan, Anthony, McKinley	
Graduation Rate	Orange Grove	
Suspension Rate	Centennial, Citrus Hills, Coronita, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview,	
Chronic Absenteeism	Coronita, Todd, Eisenhower, Riverview, Victress Bower,	

The California Dashboard also looks into student groups at each school site to determine whether all students are making progress and highlights those student groups who may be in need of additional support in order to meet standards expected in various areas. These schools and student groups are identified in the chart below. In order to be counted as a student group, schools need to have 30 students who identify in that specific group. Any box with an N/A indicates that no CNUSD schools have a red indicator for this measure and student group.

CNUSD schools that have red indicators for specific student groups will work to ensure that improved outcomes in the specific area are achieved. This work is supported and reinforced at the district level, leading to these indicators driving actions within the district level LCAP.

Student Groups	Schools with Red in this student group and indicator						
	SBAC ELA	**SBAC Math**	**CCI**	**ELPI**	**Graduation Rate**	**Suspension Rate**	**Chronic Absenteeism**
Socioeconomically Disadvantaged	Academy of Innovation, Pollard,	Auburndale, Pollard	Corona-Norco Alt, Pollard, Orange Grove	N/A	Orange Grove	Centennial, Citrus Hills, Coronita, Todd, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview	Coronita, Todd, Eisenhower, El Cerrito, Riverview, Anthony
English Learner	Academy of Innovation, Auburndale, Corona Fundamental, Corona High, Coronita, Foothill, Parkridge, Raney, Norco Int, Santiago	Academy of Innovation, Auburndale, Citrus Hills, Corona Fundamental, El Cerrito, Raney, Norco I, Parkridge, Santiago	Centennial, Corona High, Pollard, Orange Grove	Franklin, Centennial, Eisenhower, Eastvale, Home Gardens, Pollard, Rondo, Reagan, Anthony, McKinley	N/A	Auburndale, Centennial, Citrus Hills, Corona Fundamental, Ramirez, Todd, Jefferson, Raney, Norco High, Orange Grove, Parkridge, Riverview, Santiago	Chavez, Ramirez, Todd, Eisenhower, Eastvale, Stallings, Prado View, River Heights, Anthony
Foster	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Centennial, Citrus Hills, El Cerrito, Corona High,	Academy of Innovation, Centennial, Chavez,	Centennial, Roosevelt, Norco High	N/A	N/A	Auburndale, Centennial, Corona Fundamental, Citrus Hills, Coronita,	Eastvale, El Cerrito, Foothill, Adams, Stallings, Lincoln, Norco

	Coronita, Ramirez, Foothill, Washington, Highland, Jefferson, Adams, Raney, VanderMolen, Norco El, Parkridge, Santiago, Sierra Vista, Vicentia, McKinley, Wilson	Citrus Hills, Corona High, Coronita, El Cerrito, Foothill, Washington, Adams, Raney, Norco El, Norco I, Parkridge, Santiago, Sierra Vista, Vicentia, McKinley, Wilson				Todd, El Cerrito, Garretson, Jefferson, Adams, Raney, Norco High, Orange Grove, River Heights, Riverview, Reagan, Santiago, McKinley	El, Riverview, Anthony, Victress Bower
African American	N/A	Centennial	N/A	N/A	N/A	Centennial, Foothill, VanderMolen, Parkridge, River Heights, Santiago, McKinley, Wilson	Todd, Foothill, VanderMolen, Parkridge, Temescal, McKinley
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	Orange	El Cerrito, Lincoln, VanderMolen
Filipino	N/A	N/A	N/A	N/A	N/A	Todd	Todd
Hispanic	Pollard	Auburndale, Pollard, Raney, Parkridge	Corona-Norco Alt, Pollard, Orange Grove	N/A	Orange Grove	Franklin, Centennial, Citrus Hills, Coronita, Ramirez, Foothill, Home Gardens, Jefferson, Todd, Raney, Orange Grove, River Heights, Riverview	Coronita, Todd, Eisenhower, El Cerrito, Stallings, Prado View, Riverview, Anthony
2 or more races	N/A	N/A	N/A	N/A	N/A		Barton, Eisenhower, Foothill, VanderMolen, McKinley
Pacific Islander	N/A	N/A	N/A	N/A	N/A		N/A
White	Academy of Innovation	N/A	N/A	N/A	N/A	Chavez, Foothill, Highland, Raney, VanderMolen, Riverview	Auburndale, Franklin, Barton, Washington, Stallings, Lincoln, Riverview

Student groups are not only measured at the school level. There is also a measure of student groups for the district as a whole. In order to be counted on the district student group report, there would need to be 15 students in the specific student group. This results in student groups represented at the district level that are not found at the site level. In this case, we find red indicators at the district level for Pacific Islanders, Homeless and Foster Youth that are not identified in the chart above with site-level data.

Indicator	Student Groups in District with Lowest Level by Indicator
SBAC ELA	Foster, Students with Disabilities
SBAC Math	Foster, Students with Disabilities
CCI	Students with Disabilities
ELPI	None
Graduation Rate	None
Suspension Rate	English Learners, Foster, Homeless, Students with Disabilities, Pacific Islander
Chronic Absenteeism	American Indian, Multiple Races, Pacific Islander

Reflections: Technical Assistance

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

Corona-Norco Unified has been identified for State Accountability Measure of Differentiated Assistance for three Student Groups due to red levels in two state priorities. The student groups identified of needing additional assistance, and who will continue to be focused on for the duration of the LCAP cycle (2024-2027) are:

Foster: Suspension, ELA and Math.
Pacific Islander: Chronic Absenteeism, and Suspension.
Students with Disabilities: Suspension, ELA and Math, College Career Indicator (CCI).

In the 2023-2024 school year, the district partnered with Riverside County Office of Education (RCOE) to develop a guiding coalition to determine the root cause for the low performance for these specific groups. A guiding coalition was formed and includes site principals from all levels, district level staff, and both general education and special education from elementary, Intermediate and high School. This group, in partnership with RCOE, will review various sources of data in an effort to determine the root cause of the identified need. Empathy interviews will be held to gather student level data, with efforts continuing into the 2024-25 school year until root cause is determined for each level (elementary, middle, high). Next steps will be to identify best practices and supports to improve student outcomes, measure efforts and outcomes, and scale the effective change to impact the entire district.

Comprehensive Support and Improvement

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

Schools Identified

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

Lee V Pollard High School has been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The Corona-Norco Unified School District (CNUSD), in collaboration with the Riverside County Office of Education (RCOE), will be conducting school-level assessments at Lee V. Pollard High School, which has been identified as a Comprehensive Support and Improvement (CSI) school. The CNUSD and RCOE team will provide assistance to the school team and their educational partners as they engage in in-depth discussions regarding their school-wide data and current practices in order to analyze the root causes of the identified issues. By examining their current performance and identifying gaps, the team will pinpoint specific problems that need to be addressed. They will conduct interviews with students, parents, and teachers to gain a comprehensive understanding of the issues and work together to brainstorm solutions. Evidence-based strategies will be developed to drive change and achieve the desired outcomes. A plan will be formulated to implement these evidence-based practices and interventions, addressing any resource discrepancies that were identified during the needs assessment.

Monitoring and Evaluating Effectiveness

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

Various mechanisms have been established to monitor and evaluate the implementation of the CSI plan. Throughout the 2024-2025 academic year, the CNUSD team will conduct regular meetings with the school site CSI team to supervise and evaluate the progress of change initiatives. Adjustments to the strategies will be made as needed to improve student learning outcomes. Progress data, including grades and credit completion, will be collected and reviewed monthly by site educators, counselors, and administrators to track student improvement and success. Data on student engagement and school climate, such as disciplinary incidents, attendance records, and feedback surveys on connectivity and safety, will also be gathered. Counselors will assess the social and emotional needs of students and provide additional support as needed through weekly meetings. Local assessments will play a critical role in data collection. The site administrators, counselors, and educators are expected to utilize the California School Dashboard results, when available, to examine metrics like graduation rates, academic performance in math and ELA, and college and career readiness. Data will be shared with Lee V. Pollard High School's staff for review and to enhance the implementation of the plan. The objective is to continually improve all areas based on the implementation of the CSI plan. The district and Lee V. Pollard are committed to engaging in a continuous cycle of inquiry, including planning, executing, analyzing, and responding, to enhance practices and promote student achievement at the school site.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	An LCAP survey was conducted from March 22 through April 19, 2024, and was made available to our educational partners through the Community Newsletter, social media, and the district website. In addition, all school sites actively encouraged parents to participate by sharing messaging and survey links. The survey aimed to gather valuable input from the community on various aspects such as school culture, climate, communication between school and home, student achievements and challenges, quality of instruction, support provided to students, opportunities for parental involvement, participation in school events and committees, as well as feedback on academic and social-emotional support needs.
Parents representing schools throughout the district (English Learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American). Principals, teachers, counselors, classified staff, Union Representatives, district administrators	The LCAP Advisory Committee is composed of forty-eight (48) members equally representing our various educational partners (parents, classified, certificated and management). Members of each group are intentionally selected to ensure representation of all student groups, grade spans and geographic areas of CNUSD's diverse district. This diverse groups of parents are selected from, and represent, our District English Learner Advisory Committee (DELAC), Parents of African American Students Advisory Committee (PAASAC), Community Advisory Committee (CAC) and PTA and represent all of our unduplicated student groups. Classified members are selected by CSEA, our classified bargaining unit, and include a varied range of job classifications from across the district. Certificated members are selected by CNTA, our local bargaining unit, and include certificated representation from elementary, intermediate, and high school. Additionally, nurses, counselors, and psychologists are

	represented as well. The management representation includes site principal's representative of our diverse communities from elementary, intermediate and high school and also includes district leadership.
	Educational partner input through the LCAP Advisory Committee is ongoing throughout the year beginning in October. Half day meetings (9-12 p.m.) were held in person with the entire committee on 10/20/2023, 11/15/2023, 12/7/2023, 1/31/2024, 2/21/2024, 3/8/2024, 3/29/2024. During the first full group meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each Educational Partner group and reviewed the themes that emerged. The remaining meetings included presentations on key actions and services within the LCAP and were rooted in qualitative and quantitative data. An overview of the 2023 California School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. All meetings were designed to be interactive to allow the committee time to delve deeply into current programs and provide input in the form of recommendations for the revision of the LCAP. 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. Written feedback was then gathered from committee members on the current actions being implemented and suggestions were collected on potential actions based on the need to principally support the unduplicated students in CNUSD. This valuable input allowed the district to garner the perceived strengths, opportunities, considerations, and clarify any questions. This information was transcribed 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. The last meeting provided the committee an opportunity to evaluate each action and service within the current LCAP, prioritizing actions to increase, or decrease, and allowed for proposals of any additional actions not yet included in the LCAP to principally support unduplicated students.
Students	Feedback from students was obtained via a survey distributed to all students in grades 7-12 during March 2024, resulting in over 2000 responses. The survey focused on gathering student input regarding

	the school programs aligned with the LCAP that they were actively engaged in. Students were asked to evaluate the academic and social-emotional effects of each program and provide feedback for potential enhancements. In addition, students were given the opportunity to identify any additional support needed to further improve their academic and social-emotional well-being.
SELPA Consultation	The 2024-25 LCAP draft was presented to the area SELPA Administrator on May 7, 2024.
Superintendent's Parent Advisory Committee (SPAC) District English Language Advisory Committee (DELAC)	The 2024-25 LCAP draft was presented to the Superintendent's Parent Advisory Committee (SPAC) and District English Learner's Advisory Committee (DELAC) on 05/15/24 and 05/10/2024 respectively. All questions were gathered, and written responses sent to each group.
Governing Board	The LCAP Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 20, 2024
Parents, teachers, site administrators, district administrators, counselors, School Site Council Members, students (For identified Equity Multiplier schools)	Equity Multiplier Schools Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), the Academy of Innovation, Lee V. Pollard High School and Orange Grove High School were identified as Equity Multiplier schools. As a result, these schools will be provided funding to address the needs of the lowest performing student groups on the 2023 California School Dashboard. Meetings for all three schools were held on April 23, 2024, and May 10, 2024, to engage educational partners in the creation of goals and actions to address the needs of students on their sites. The administrators and a team of certificated staff at each site engaged in a facilitated comprehensive needs assessment to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Funding and possible evidence-based resources were discussed at both meetings. Input was gathered from the educational partners as to what goal(s) should be included in the SPSA and LCAP for each school site as it pertained to utilizing Equity Multiplier funding. Through this process, goals and actions specific to the schools have been added to the 2024-25 LCAP to support student learning and promote a healthy school climate. Teams at all three sites will continue to meet with their school teams throughout the 2024-25 school year to continue this work. Additional dates scheduled for this review are: 8/27/24, 9/24/24, 10/29/24, 11/19/24. Educational partners from each site's ELAC and SSC will be provided

	with data regarding areas of lowest performance for students and will assist the schools in monitoring and revising school actions.
Governing Board Community Members	The 2024-25 LCAP draft was posted publicly on the district website on May 24, 2024. The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 4, 2024, for the Public Hearing. The 2024-25 LCAP was adopted at a regularly scheduled Board of Education meeting on June 18, 2024.

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

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the addition of specific goals and actions. Overall, the feedback highlighted the importance of an academic and social-emotional approach and focused on academics, mental health supports, positive relationships, a supportive school climate, community engagement and safety. Connectedness to school was a theme this year with several discussions revolving around how to connect students to school through clubs, activities and positive interactions with staff and peers.

Educational partners provided feedback on academic supports and mental health supports provide students what they need to be most successful. CNUSD used the data as well as the educational partner input to determine actions to support academics (see Goal 1) as well as to support safety and wellness (see Goal 2). Tier 1 First Best Instruction is a prioritized need for CNUSD and as a result a large investment in class size reduction is being provided to ensure high quality, rigorous instruction occurs in all classrooms, especially as it relates to meeting the needs of Foster Youth, English Learners and Socioeconomically Disadvantaged students. Tier I academics is supported first and foremost through teachers in the classroom, which research supports, is the person with the highest impact on student achievement. Educational partners also reflected the need to address student performance through continued professional development for staff (see Goal 1 Action 1.4). Professional development sessions for staff will be aligned to student need as well as educational partner feedback. Professional development will be prioritized based on areas of very low performance among students, schools and student groups within schools. In addition, professional development will align with the LCAP and district priorities. Student well-being is an ongoing concern and supports and services have been aligned to address the need (see Goal 2). Our chronic absenteeism data is improving but still at a high rate and as students are engaging in school, data suggests that students need additional supports beyond academics to be successful in school. All educational partners believe that mental health supports, and counseling resources are a priority for our students. Access to counselors was once again a common theme. Safety continues to be one of the most highly discussed topics and at every meeting educational partners spoke about how the elementary/intermediate school security personnel and High School SROs provide so much more for our students than merely a sense of physical safety. They are highly visible at all times and build relationships with all students, specifically those who are unduplicated and need the daily check in and support.

Orange Grove High School, Lee V. Pollard and the Academy of Innovation (AOI) have been identified as Equity Multiplier school. Educational partners met to develop goals that has been included in the LCAP (Goals 4-6). Students showed lowest performance in English Language

Arts and Math. To address this, instructional support and professional learning opportunities for teachers to increase skills and the delivery of effective instructional strategies will be provided throughout the school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**: Ensure all students have equal opportunities to achieve academic success to close identified opportunity gaps through a Multi Tiered System of Support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CNUSD prioritizes academic excellence for all students. Our mission is to provide high-quality education to meet the academic needs of our students. We believe academic excellence can be measured in a variety of ways, including our California Assessments of Student Performance and Progress (CAASPP). Details regarding CNUSD outcomes on CAASPP testing and the California Dashboard Measures are found in the "Reflections: Annual Outcomes" part of this document. CNUSD believes that if the actions outlined in goal one are implemented and are monitored through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

In Annual Outcomes, Academic indicators include English Language Arts, Math, College/Career Indicator and Graduation Rate. CNUSD is in Differentiated Assistance for Foster Youth, Pacific Islanders and Students with Disabilities due to red indicators on the California Dashboard. Both Foster Youth and Student with Disabilities show red indicators for English Language Arts, Math and Students with Disabilities are also red in the College/Career Indicator.

Across CNUSD school sites, 25 schools and 5 student groups have red indicators in Language Arts; 22 schools and 5 student groups have red indicators in Math; 7 schools and 4 student groups have red indicators in CCI; and 1 school and 3 student groups have a red indicator in graduation rate. See Plan Summary: Reflections, for a list of the specific schools and student groups with red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) CNUSD: All Student Groups Data * All: +5.8 * English Learner (EL): -48.3 * Foster Youth: -72.7 * Homeless: -55.8 * Socioeconomically Disadvantaged: -11.7 * Students with Disabilities: -80.7 * Black/African American: -10 * Asian: +65.1 * Hispanic: -18.3 * Pacific Islanders: +10.8 * White: +22.6 * Multiple Race: +36.3			ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels CNUSD: All Student Groups Data * All: +11.8 * English Learner (EL): -33.3 * Foster Youth: -57.7 * Homeless: -40.8 *Socioeconomically Disadvantaged: +3.3 * Students with Disabilities: -65.7 * Black/African American: +5 * Asian: +74.1 * Hispanic: -3.3 * Pacific Islanders: +19.8 * White: +31.6	

					* Multiple Race: +45.	
1.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment Percent Met/Exceeded. Source: CA Dashboard	Math (2023 Dashboard) CNUSD: All Student Groups Data * All: -34.3 * English Learner (EL): -78.8 * Foster Youth: -115.1 * Homeless: -103.3 * Socioeconomically Disadvantaged: -53.6 * Students with Disabilities: -118.1 * Black/African American: -59.5 * Asian: 45.9 * Hispanic: -63.5 * Pacific Islanders: -34.1 * White: -15.3 * Multiple Race: -2.8			Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels CNUSD: All Student Groups Data * All: -25.3 * English Learner (EL): -63.8 * Foster Youth: -100.3 * Homeless: -94.4 *Socioeconomically Disadvantaged: -38.6 * Students with Disabilities: -103.1 * Black/African American: -44.5 * Asian: 54.9 * Hispanic: -48.5 * Pacific Islanders: -19.1 * White: -2.3 * Multiple Race: +7.8	

1.3	Priority 4 Percentage of students completing UC/CSU Entrance Requirements (a-g) Source: Data Insights	A-G (2023) * Overall: 55.64% * Hispanic: 46.92% * English Learners: 10.23% * SED: 49.08% * Foster Youth: 21.43% * African American: 49.80% * Special Education: 11.29%			A-G (2026) Desire to gain 2% per year towards 70% overall; 3% per year for unduplicated and students with disabilities to close gaps Overall: 61.64% * Hispanic: 52.92% * English Learners:19.23% * SED: 58.08% * Foster Youth; 30.43% * African American: 55.80% * Special Education: 20.29%	
1.4	Priority 4 Percentage of students completing at least one Career Technical Education (CTE) Pathway Source: Dashboard Additional Reports	2022-2023 CTE Completion * All: 14.5% * English Learner (EL): 9.4% * Foster Youth: 2.9% * Homeless:11.4% * Socioeconomically Disadvantaged: 13.9% * Students with Disabilities: 15.2% * Black/African American: 9.1% * Asian: 19.5% * Hispanic: 12.3%			2026-2027 CTE Completion Goal to Increase 2% per year towards 25% goal: 3% per year for unduplicated and students with disabilities to close gaps * All: 20.0% * English Learner (EL): 18%	

		* Pacific Islanders: 0.0% * White: 18.8% * Multiple Race: 13.8%			* Foster Youth: 12% * Homeless:17% *Socioeconomically Disadvantaged: 22.9% * Students with Disabilities: 24% * Black/African American: 25% * Asian:25% * Hispanic: 25% * Pacific Islanders: 6.0% * White: 25% * Multiple Race: 25%	
1.5	Priority 4 Percentage of students completing UC/CSU Entrance Requirements (a-g) AND CTE Pathway(s) Source: Dashboard Additional Reports	2022-2023 Overall Percentage of HS Cohort CNUSD: All Student Groups Data * All: 9.0% * English Learner (EL): 1.8% * Foster Youth: 0% * Homeless: 4.4% * Socioeconomically Disadvantaged: 7.9% * Students with Disabilities: 2.5% * Black/African American: 5.3% * Asian: 16.8% * Hispanic: 6.2% * Pacific Islanders: 0% * White: 12.5%			2026-2027 Overall Percentage of HS Cohort CNUSD: All Student Groups Data Goal: Increase by 1% Annually towards 20% goal; 5% over 3 years for unduplicated and students with disabilities to close gaps * All: 12.0% * English Learner (EL): 6.8% * Foster Youth: 5% * Homeless: 3%	

		* Multiple Race: 11.5% (Data Source: CA Dashboard Additional Reports)			*Socioeconomically Disadvantaged: 12.9% * Students with Disabilities: 7.5% * Black/African American: 8.3% * Asian: 19.8% * Hispanic: 9.2% * Pacific Islanders:3% * White: 15.5% * Multiple Race: 14.5% (Data Source: CA Dashboard Additional Reports)	
1.6	Priority 4 Count of students completing an Industry Certification in a CTE area. Source: Data Insights	2023-2024 Overall - 1812 Socioeconomically Disadvantaged: 28 Hispanic - 664 African American - 89 Female - 842 Male - 970			2026-2027 Increase count of industry certifications to 2200 overall.	
1.7	Priority 4 Participation in AP Classes Source: CNUSD Data Insights via College Board Data	2022-2023 * Overall - 22.72 % * Hispanic - 16.9% * African American - 18.78 % * English Learners - 4.41% * RFEP - 28.36 % * SED - 20.03 %			2026-2027 Goal: Double participation for unduplicated students to goal of 30% * Overall - 30 % * Hispanic - 30%	

		* Foster Youth - 7.25% %			* African American - 30% * English Learners - 10% * RFEP - 30 % * SED - 30% * Foster Youth - 15 %	
1.8	Priority 4 Percentage of students completing AP exams with a score of 3 or higher on at least 1 AP Exam Source: Collegeboard.org	2022 - 2023 * Overall - 65.11 % * Hispanic - 59.08% * African American - 60.73 % * RFEP - 61.37 % * SED - 60.83 % * Foster Youth - 55.56 % (Data Source: - CNUSD Data Insights and Collegeboard)			2026 - 2027 Goal - Increase of to 70% pass rate for all * Overall - 70% * Hispanic - 70% * African American - 70 % * RFEP - 70 % * SED -70% * Foster Youth - 70 % (Data Source: - CNUSD Data Insights and Collegeboard)	
1.9	Priority 4 Percentage of students meeting "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA Source: English Language Arts/Literacy (Smarter Balanced	CAASPP Data - Fall 2023 * Overall - 59.56 % * Hispanic - 51.47% * English Learners - 5.25 % *Socio-economically Disadvantaged - 53.54%			2026-2027 Goal - Increase by 6% over 3 years; 10% gain for student groups below all student average in 3 years overall. * Overall - 66%	

	Assessments) - Filter for 11th grade results	* African American - 51.91 % * RFEP - 63.75% (Data Source: DataQuest 11th Grade			* Hispanic - 61% * English Learners - 15% *Socioeconomically Disadvantaged - 63% * African American - 62% * RFEP - 69% (Data Source: DataQuest 11th Grade	
1.10	Priority 4 Percentage of students meeting "Ready for College" and/or "Conditionally Ready for College" on EAP in Math Source: Mathematics (Smarter Balanced Assessments) - Filter for 11th grade results	CAASPP Data - Fall 2023 * Overall - 33.57% * Hispanic - 22.14% * English Learners - 2.36% * Socio-economically Disadvantaged - 26.47% * African American - 25.87% * RFEP - 30.71% (Data Source: DataQuest 11th Grade CAASPP Math)			2026-2027 Goal - Increase by 6% for all students; 10% for student groups below all student average in 3 years overall. * Overall - 39% * Hispanic - 32% * English Learners - 12% * Socio-economically Disadvantaged – 36 % * African American - 36 % * RFEP - 39% (Data Source: DataQuest 11th Grade CAASPP Math)	

| 1.11 | Priority 5
High School Graduation Rate
(Four-year Adjusted Cohort Rate)

Source: DataQuest | 2022 - 2023

CNUSD: All Student Groups Data
* All: 94.9%
* English Learner (EL): 88%
* Foster Youth: 85.3%
* Homeless: 86.8%
* Socioeconomically Disadvantaged: 94.3%
* Students with Disabilities: 81.5%
* Black/African American: 96.2%
* Asian: 96.2%
* Hispanic: 93.8%
* Pacific Islanders: 100%
* White: 95.8%
* Multiple Race: 96.6% | | | 2026 - 2027

Goal: Increase overall to 96%; all groups by at least 3%; to a minimum of 90% for every group

CNUSD All Students
* All: 96%
* English Learner (EL): 95%
* Foster Youth: 95%
* Homeless: 95%
*Socioeconomically Disadvantaged: 98%
* Students with Disabilities: 90%
* Black/African American: 98%
* Asian: 98%
* Hispanic: 98%
* Pacific Islanders: 100%
* White: 98%
* Multiple Race: 98% | |
| 1.12 | Priority 8
Percentage of Students meeting Prepared on the College Career Indicator (CCI)

Source: Dashboard | 2022-2023

CNUSD: All Student Groups Data
* All: 47.9%
* English Learner (EL): 13.4%
* Foster Youth: 19.4% | | | 2026-2027 CCI

Goal: Increase by at least 8%; 20% minimum for all student groups | |

		* Homeless: 27.3% * Socioeconomically Disadvantaged: 42.3% * Students with Disabilities: 8.2% * Black/African American: 36.4% * Hispanic: 38.8% * Pacific Islanders: 27.8% * White: 55.3% * Multiple Race: 53.5% Data Source: 2023 California School Dashboard, Additional Reports)			CNUSD: All Student Groups Data * All: 55% * English Learner (EL): 21% * Foster Youth: 26% * Homeless: 35% * Socioeconomically Disadvantaged: 50% * Students with Disabilities: 20% * Black/African American: 44% * Hispanic: 46% * Pacific Islanders:35% * White: 63% * Multiple Race: 61% Data Source: 2023 California School Dashboard, Additional Reports)	
1.13	Priority 6 Survey data - Percent of participants selecting "Strongly Agree" and "Agree" on three CSR questions .	2024 Survey Data on CSR "My child's class size allows for personal attention and feedback" . CNUSD: Overall *66%			2027 Survey Data on CSR CNUSD Goal: 75% Parent agreement on all three questions	

		Elementary * PreK-2: 66 *Gr 3-6 - 64 Secondary *Gr 7-8 - 69 *Gr 9-12 - 67% "My child's class size allows teacher to meet the needs of all the students in the room" CNUSD Overall *57% Elementary *PreK-2: 60% *Gr 3-6 - 54.8% Secondary *Gr. 7-8 - 56.3% *Gr 9-12 -56.4% "My child's class size is appropriate for the grade level" CNUSD Overall *63% Elementary *PreK-2: 65.2% *Gr 3-6 - 59.7% Secondary *Gr. 7-8 - 64.6% *Gr 9-12 -63.3%				
	Source: LCAP Parent Survey: CSR Category					
1.14	Maintain equitable access to technology to support learning	2024 100% of students and teachers have access to a device in good repair and wifi			2027 100% of students and teachers have access to a device	

					in good repair and wifi	

Goal Analysis [2023-24]

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Staffing	a.) Highly trained teachers will provide rigorous instruction and support services daily 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. Funding through: LCFF $474,315,885	$474,315,885.00	No

| 1.2 | Additional teachers to lower class sizes K-12 | Assigning additional teachers to reduce class sizes K-12 is targeted towards students from unduplicated and targeted populations, specifically those identified as Foster/Homeless, English Learners (EL), Socioeconomically Disadvantaged (SED). This initiative is designed to address the critical need for more personalized and tailored instruction to meet the diverse learning needs of these students.

By maintaining these additional teachers, CNUSD aims to improve academic achievement by ensuring that students are not only meeting grade-level standards but also adequately prepared for the challenges of the next grade level. The smaller class sizes will facilitate more individualized attention, targeted support, and allow for a conducive learning environment for students who may require additional assistance to thrive academically.

Funding through: LCFF Supplemental/Concentration $41,763,078 | $41,763,078.00 | Yes |
| 1.3 | High Quality Professional Development | CNUSD will deliver comprehensive professional development to all staff members, including certified, classified, and management personnel, on evidence-based instructional practices and strategies to successfully execute challenging instruction and inclusivity across all subject areas to enhance student outcomes.

Priority for substitutes will be provided to sites with red indicators in ELA, Math and CCI (See Plan Summary: Reflections for a list of all schools and subgroups)

Funding through:
a. Certificated professional development
LCFF Supplemental/Concentration $1,967,631
b. Classified professional development
LCFF Supplemental/Concentration $220,000
c. CTE Professional Learning
CTEIG/K12 Strong Workforce $238,018 | $2,425,649.00 | Yes |

1.4	MTSS T1 & TII Academic Supports	The educational process for all students will be supported at the school site with additional personnel (Teachers on Special Assignment - TSAs) to support teachers and/or provide direct intervention support to students not yet meeting standards in literacy and math. a. Elementary Teachers on Special Assignment (TSAs) b. Intermediate Math TSA's c. Induction Support Providers LCFF Supplemental/Concentration $14,230,209	$14,230,209.00	Yes
1.5	Educational Technology support and resources to provide student access to the standards	Implementing Educational Technology support and resources is targeted towards our students, ensuring they have the tools and access needed to engage with the standards effectively. This comprehensive approach involves several key components: a. IT Technicians: This support will ensure that our technological infrastructure is robust and maintained, minimizing downtime and disruptions to student learning. IT technicians will provide timely assistance to both students and teachers, ensuring that any technical issues are swiftly addressed. b. 5-Year Classroom Technology Refresh: By refreshing classroom technology over a 5-year period, we are ensuring that students and teachers have access to up-to-date devices and equipment. This includes computers, tablets, interactive whiteboards, and other essential tools that enhance the learning experience. c. Instructional Software: The use of instructional software will provide students with interactive and engaging learning opportunities. This software can cater to different learning styles, offering personalized learning experiences that help students grasp and apply the standards more effectively. d. Learning Management System (LMS) Canvas: The adoption of an LMS like Canvas will centralize learning materials, assignments, and resources. Students can access course materials anytime, anywhere, fostering a	$6,614,387.00	Yes

		more flexible and accessible learning environment. Teachers can also use the LMS to track student progress and provide feedback. Funding through: LCFF Supplemental/Concentration $4,707,392 LCFF: $1,906,995		
1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies is primarily targeted towards students who may benefit from additional resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively. a) Supplemental academic materials in core subjects to support the academic achievement and provide intervention supports of at risk or unduplicated students: b) Early literacy classroom support with paraeducators, principally directed to ensure unduplicated students are at grade level and prepared for first grade c) Curriculum Coordinator to facilitate supports in core subjects Funding through: LCFF Supplemental/Concentration $6,416,543	$6,416,543.00	Yes
1.7	Pathways to prepare students for post-secondary education	Supports for students in our school district who are eager to pursue higher education but may face barriers in accessing and navigating college-level coursework. Specific supports include: a. Dual Enrollment with Norco College - build student interest in the program, support students with registration for college classes and with successful performance in those classes. b. Advanced Placement (AP): Provide additional support for students taking Advanced Placement classes to include student intervention support, additional instructional materials and summer preparation classes. c. International Baccalaureate (IB): Support for International Baccalaureate (IB) at the Elementary level (Primary Years Program- PYP),	$1,029,217.00	Yes

		Intermediate level (Middle Years Program - MYP), and High School - IB (grades 11-12) d. A transcript management program for transition to post-secondary education. Proper documentation and reporting ensures that students receive full credit for their effort as it relates to graduation credits and A-G attainment. This eliminates the barriers for our unduplicated students to attend post-secondary schooling. Funding through: LCFF Supplemental/Concentration $994,365 LCFF $34,852		
1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	This action responds to the critical need for equipping students with practical skills and knowledge aligned with high-demand industries. It aims to bridge the gap between education and the workforce by offering pathways that lead to high-yield, high-wage, and high-growth careers. a. Staff to monitor and oversee District CTE Programs. Additional teachers hired to support implementation of CTE classes and pathways. b. Increase articulation agreements with the local community colleges and increase the number of CTE courses that are accepted as entrance requirements (a-g) by the UC system. c. For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. d. CNUSD will utilize Qualtrics to refine the CTE data collection tools to obtain additional, cleaner data. Data will be aggregated for the district and disaggregated for the comprehensive high schools and the individual high school student. e. CTE student leadership-Student leadership is one component of a highly effective CTE program. Students, in particular, English Learners, Low Income students and Foster youth will be encouraged to participate in leadership development and competitive events of their curricular student youth organization (FBLA, FCCLA, FFA, HOSA, SkillsUSA)	$4,571,810.00	Yes

		Funding through: LCFF Supplemental/Concentration $2,167,086 CTEIG, Perkins, AGIG, and K12SWP $ 2,404,724		
1.9	Opportunities for high school graduation credits for students in need of support	The district will offer various initiatives tailored for students who are credit deficient and at risk of not graduating high school. By offering a range of options from traditional credit recovery during the school day to more flexible Adult Education and concurrent enrollment, CNUSD will provide a comprehensive approach to address the diverse needs of credit-deficient students. a. Winter and Summer School b. Credit recovery (during the day & centralized) c. Adult education credit recovery Priority for summer school and credit recovery opportunities will be provided to schools and student groups with red indicators. (See Plan Summary: Reflections for a list of schools and student groups) Funding through: LCFF Supplemental/Concentration $3,520,352	$3,520,352.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Student Safety and Well-Being**: Enhance student safety and well-being by implementing comprehensive programs and support services that cultivate a positive school climate, prioritize mental health, and foster a sense of belonging and connectedness ensuring a secure and nurturing environment conducive to academic success and personal growth leading to completion of TK-12 educational pathway.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CNUSD prioritizes providing all students the tools, resources, and support they need to manage mental health challenges. Our mission is to provide safe and supportive learning environment that is inclusive and collaborative. CNUSD believes parental involvement is key to student attendance, which in turn impacts student achievement. Through implementation of the actions in goal two, and through monthly data monitoring, a decrease in suspension and expulsions rates and as well as a decrease in chronic absenteeism rates for identified student groups will be achieved.

In Annual Outcomes, Student Chronic Absenteeism and Suspension rate are indicators used to measure student safety and well-being. CNUSD had 3 student groups with red indicators for Chronic Absenteeism and 5 student groups with red indicators for suspension rate. Within school sites, CNUSD red indicators in Chronic Absenteeism for 24 schools and 3 student groups; in Suspension for 27 schools and 5 student groups. We also have 10 schools who have overall red indicators for suspension and 5 schools who have overall red indicators for chronic absenteeism. See Plan Summary: Reflections: for a list of all schools and student groups with red indicators.

Surveys of parents indicate that parental involvement in at least one school activity is at an overall of 83%, however, this rate is lower for our unduplicated student groups (where data is available)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3 Parental Involvement Section of LCAP Parent Survey Percentage of parents involved in any site activities out of all parents who responded to yearly survey. Source: LCAP Parent Survey - Household Involvement Section Highest Involvement Reported	Parental Involvement (2024) Overall - 83% English Learner - 77.94% Foster - 50% Students with exceptional needs - 82.7% By School Level: Elementary: 87.7% Intermediate: 84.7% High: 70.2% All in "General School Meeting" category			Parental Involvement Goal - Maintain minimum of 80% parent involvement at all sites, with all student groups. Overall - 80% Unduplicated - 80% Foster - 80% Students with exceptional needs - 80% All levels: 80%	
2.2	Priority 5 K-12 Attendance Rate Q SIS	2022-2023 93.74			2026-2027 96.74	
2.3	Priority 5 Percent of students are Chronically Absent Source: K-8 CA Dashboard Chronic Absenteeism Rate	2022-2023 CNUSD: All Student Groups Data * All: 20% * English Learner (EL): 21.9% * Foster Youth: 23.8% * Homeless: 36.8% * Socioeconomically Disadvantaged: 23.2%			2026-2027 Goals - Decrease by 3% a year to 5% chronic absenteeism or less. Maximum 20% CA for all sites/student groups.	

		* Students with Disabilities: 28.1% * Black/African American: 22.8% * American Indian: 26.2% * Asian: 9.6% * Filipino: 10.5% * Hispanic: 23.6% * Pacific Islanders: 35.9% * White: 17.6% * Multiple Race: 21.2% (Data Source: CA Dashboard)			CNUSD: All Student Groups Data * All: 10% * English Learner (EL): 12% * Foster Youth: 14% * Homeless: 20% *Socioeconomically Disadvantaged: 14% * Students with Disabilities: 18% * Black/African American: 12% * American Indian: 17% * Asian: 5% * Filipino: 5% * Hispanic: 14% * Pacific Islanders: 20% * White: 9% * Multiple Race: 13% (Data Source: CA Dashboard)	
2.4	Priority 5 Middle School Dropout Rate Source: CALPADS Reports 1.8, 1.12	2022-2023 CNUSD: *All - 1			2025-2026 Goal - Zero Middle School Dropouts	

2.5	Priority 5 High School Dropout Rate Source: Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts	2022-2023 CNUSD * All: 80 total = 1.8% * Hispanic: 59 = 2.4% * English Learners: 24 = 4.3% of EL's * Foster: 3 = 9.8% of Foster Students * Homeless: 5 = 4.5% of Homeless Students * SED 70 = 2.0%			2025 -2026 Goals - Decrease dropout rate to below 1% for all student groups	
2.6	Priority 6 Pupil Suspension Rate Source: DataQuest Suspension Rate	2023-2024 CNUSD: All Student Groups Data * All: 4.7% * English Learner (EL): 6.5% * Foster Youth: 15.8% * Homeless: 8.3% * Socioeconomically Disadvantaged: 5.6% * Students with Disabilities: 8.1% * Black/African American: 7.8% * American Indian: 6.0% * Asian: 1.9% * Filipino:1.9 % * Hispanic: 5.6% * Pacific Islanders: 6.4% * White: 3.9% * Multiple Race: 3.7%			2025-2026 Goal: Decrease suspensions to: Overall - less than 4% Elementary - less than 3% Secondary - less than 5% Academies - less than 4%	

		(Data Source: CA Dashboard)				
2.7	Priority 6 Pupil Expulsion Rate Source: Dataquest Expulsion Rate	2022-2023 DataQuest CNUSD: All Student Groups Data * All: 0.2% * English Learner (EL): 0.3% * Foster Youth: 0.8% * Homeless:0.2 % * Socioeconomically Disadvantaged: 0.2% * Students with Disabilities: 0.3% * Black/African American: 0.3% * Filipino:0.1 % * Hispanic: 0.2% * White: 0.1% * Multiple Race: 0.2%			2025-2026 DataQuest CNUSD: Decrease and maintain expulsion rates lower than the county and state average.	
2.8	Priority 6 Local Climate Survey: California Healthy Kids Survey (CHKS) Grade 5, 7, 9, 11 Source: California Healthy Kids Survey (CHKS); Table A2.1, A2.2	2023 CHKS School Connectedness: Gr 5 - 74% Gr 7: 62% Gr 9: 58% Gr: 11: 55% Caring Adults in School Gr. 5: 70% Gr. 7: 58% Gr. 9: 52% Gr. 11:55% Academic Motivation: Gr: 5: 86%			2026 CHKS Goals: Connectedness increase of 5% from 2023 Gr 5 - 80% Gr 7: 68% Gr 9: 62% Gr: 11: 60% Caring Adult increase of 5% Gr. 5: 76% Gr. 7: 58% Gr. 9: 55%	

<table>
<tr><td></td><td></td><td>Gr: 7: 67%
Gr: 9 63%
Gr: 11: 61%

Chronic Sad/Hopeless:
Gr 7 - 30%
Gr 9 - 30%
Gr: 11 - 35%

Safe or Very Safe/
Most or All the time
Gr 5: 80%
Gr 7: 63%
Gr 9: 59%
Gr 11: 61%</td><td></td><td></td><td>Gr. 11: 59%

Academic
Motivation increase
to 85% all levels

Sad/Hopeless
decrease by 5%
Gr 7 - 22%
Gr 9 - 27%
Gr: 11 - 29%

Safe/Very Safe:
Increase to 80% or
higher all levels</td><td></td></tr>
</table>

Goal Analysis [2023-24]

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	MTSS Tier 1 Behavioral and Social Emotional Supports are designed to provide proactive and universal support for all students within a school or educational setting. This action/service aims to foster positive behavior and emotional well-being among students by implementing evidence-based strategies and interventions at the primary prevention level. Strong Tier 1 Behavioral and Social Emotional Systems are a key to supporting all students at our schools. The district, alongside site Assistant Principals, will monitor chronic absenteeism and suspension rates monthly for all student groups that have red indicators (See tables in Reflections: Annual Performance for specific schools and student groups). a. Staffing includes a Coordinator, 6 Teachers on Special Assignment (TSAs), and 1 Paraeducator on Special Assignment (PSA). Funding through: LCFF Supplemental/Concentration $1,486,553 b. Additional assistant principals to provide Tier 1 support to school sites. Funding through: LCFF Supplemental/Concentration $6,003,422 LCFF $13,584,483	$21,074,458.00	Yes
2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	MTSS Tier 2 Behavioral and Social Emotional Supports, including the Access/Match Fit Process and mentoring, comprise a targeted intervention strategy within the Multi-Tiered System of Supports (MTSS) framework. This action/service aims to provide additional support to students who require more personalized assistance in addressing behavioral and social-emotional challenges beyond the universal Tier 1 supports. The district, alongside site Assistant Principals, will monitor suspension and chronic absenteeism rates monthly for all student groups that have red indicators (See tables in Reflections: Annual Performance for specific schools and student groups). a. Academic Saturday School	$1,004,777.00	Yes

		b. STEPS Program Funding through: LCFF Supplemental/Concentration $1,004,777 c. Peer Mentoring - Rescue a Generation Funding through: Learning Recovery Emergency Block Grant		
2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	MTSS Tier 3 Behavioral and Social Emotional Supports includes individual services for students who have demonstrated Behavioral or Social Emotional needs beyond what can be achieved through Tier 1 and 2. This action/service aims to provide the highest level of support for our students most in need. a. Wellness Together Funding through Learning Recovery Block Grant b. Registered Behavior Technicians c. Social Workers d. Care Solace, Gaggle Funding through: LCFF Supplemental/Concentration $3,637,367	$3,637,367.00	Yes
2.4	Comprehensive Counseling Services	Comprehensive Counseling that works with students' academic as well as social-emotional needs is a hallmark to a strong MTSS system. We recognize that counselors at all levels are needed to support our students' wide range of needs. This action/service aims to provide support for all of our students with increased levels of supports for our students most in need. a. Counselors- Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral	$9,978,952.00	Yes

		expectations by providing comprehensive TK-12 counselors, including a counselor for each elementary school for a consistent student experience. Funding through: LCFF Supplemental/Concentration $9,978,952		
2.5	Health and Wellness	Health and Wellness support for a comprehensive plan that will enhance student health and well-being by improving access to and quality of nursing services, ensuring a safe and healthy learning environment for all students. This action/service aims to provide additional support for students' health and wellness. Allocate funds for additional nursing staff, training programs, and health education events. a. School Nurses Funding through: LCFF $1,365,296 LCFF Supplemental/Concentration $1,332,627 b. Additional Health Supports Funding through: LCFF Supplemental/Concentration $1,100,000	$3,797,923.00	Yes
2.6	Elementary Connection to School	Connecting students to school is an important piece to making sure that students are thriving socially, emotionally, and academically. One of the major ways out elementary students gain connection to school can be through the Visual and Performing Arts. This action/service aims to provide meaningful connection to school by way of providing Visual and Performing Arts instruction to our students. Nine VAPA teachers will provide high quality, standards-aligned lessons in visual arts, performing arts and music for all 4-6th grade students districtwide. These lessons provide 4-6 teachers with release time for planning, lesson preparation, and collaboration with	$2,378,716.00	Yes

		colleagues to refine instructional practices to increase student achievement. By offering students these enrichment opportunities, students are more engaged and are given a well-rounded education. Funding through: LCFF Supplemental and Concentration $1,597,180 & LCFF $781,536		
2.7	Secondary Connection to School (sense of belonging)	CNUSD recognizes the importance of school connectedness for its students. This action is principally directed towards and effective in meeting the goal for unduplicated students. a. Puente/Umoja- The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies. Funding through: LCFF Supplemental and Concentration $40,000 b. UNITY- To increase student engagement, equity, inclusion, and social emotional growth through providing secondary students' experiences through the UNITY program, UNITY Camps, Unity Forums, and related student experiences. Funding through: LEA-MAA $123,947 c. Athletics- Providing opportunities for students to participate in athletics Funding through: LCFF Supplemental and Concentration $898,559	$1,062,506.00	Yes
2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	As part of our MTSS, we know that engaging our parents is a meaningful way to increase both student achievement and social emotional wellness. As such, our Parent Engagement Center works to identify needs within our community and develop trainings, programs. and initiatives that are meant to address the diverse needs of our families. This action/service aims to provide the highest level of support for our students most in need.	$876,343.00	Yes

		a. Re-engage students to support their academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by using a tiered SART system with a Tier 3 SARB Process. Funding through: LCFF Supplemental/Concentration $10,000 b. Maintain and staff the CNUSD Parent Engagement Center to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental/Concentration $782,843 c. Implement family engagement programs that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics. Establish community partnerships that link students and families to mental health and community resources. Funding through: LCFF Supplemental/Concentration $83,500		
2.9	Communication and Engagement of the CNUSD community	CNUSD recognizes the importance of school connectedness for its families and the community. This action is principally directed towards and effective in meeting the goal for unduplicated students. Providing a strategic communications plan to increase community engagement and two-way communication between the district, administration, staff, students, parents and the community with a focus on disadvantaged (unduplicated) and underserved students and their families. Funding through: LCFF Supplemental/Concentration $791,464 LCFF $287,833	$1,079,297.00	Yes
2.10	Student Safety	To ensure a safe and secure educational environment that promotes the well-being and academic success of all students and staff within our school district. Continue to provide professional services to students,	$7,563,554.00	Yes

| | | | parents/guardians, members of the community, visitors and District personnel. To increase district and school community awareness of safety initiatives through training, communications and community involvement.

a. School Resource Officers (SROs) Increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by providing School Resource Officers (SRO) at each Comprehensive High School to support a safe school environment.

b. Uniformed security attendants will be provided to ensure the safety of all elementary and intermediate campuses.

c. Home to School Bussing

Funding through: LCFF Supplemental/Concentration $7,563,554 | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	**Equity and Access**: Ensure equitable access to a broad range of educational opportunities and equitable learning environments for all students, fostering a diverse and inclusive environment that addresses individual needs and prepares students for success. Special focus on unduplicated student groups and students with exceptional needs will eliminate inequities and ensure access for all.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CNUSD has a wonderful diversity and seeks to ensure every student's needs are met, as we prepare each for success in academics and in life. State Indicators and community feedback show needs in specific student groups in the areas of pupil achievement and accessing a broad course of study. Of the 13 student groups identified, CNUSD has red indicators for 7 of these student groups as reported by the California Dashboard. As such, we must prioritize equitable access to a wide array of educational opportunities for several reasons. See Plan Summary: Reflections, for a list of all schools and student groups with red indicators. CNUSD believes that through implementation and monthly data monitoring of all the actions in goal three, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

Addressing Achievement Gaps: By providing equitable access to a broad range of educational opportunities, the school district can effectively address achievement gaps among different student groups. Research consistently shows that access to high-quality education is one of the most significant factors in closing these gaps. Focusing on equitable access ensures that all students, regardless of race, socioeconomic status, or disability, have the resources and support they need to succeed academically.

Preparing for a Diverse Society: In today's increasingly diverse and interconnected world, it is essential for students to develop the skills and competencies needed to thrive in diverse environments. By promoting equitable access to education, the school district helps prepare students to navigate and contribute to a globalized society where diversity is the norm rather than the exception.

Fostering Inclusion and Diversity: Emphasizing equitable access to education fosters a culture of inclusion and diversity within the school community. When students see themselves reflected in the curriculum, have access to resources that meet their individual needs, and feel valued and supported, they are more likely to actively engage in learning and contribute positively to the school environment.

Building a Stronger Community: Finally, prioritizing equitable access to education helps build stronger, more cohesive communities. When all members of society have access to quality education and opportunities for personal and professional growth, the entire community benefits. This leads to greater social cohesion, economic prosperity, and overall well-being for everyone.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1 Appropriate teacher assignment *In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	2022-2023 Dataquest TAMO Overall Clear/In Progress: 94.6% * Clear - 93% * Out of Field – 1.6% * Intern – 0.1% * Incomplete - 4.8%			2025 Dataquest TAMO Goals: Maintain 95% or higher Teachers with a teaching credential (Clear and Out of Field)	
3.2	Priority 1 Student access to core materials Source: Williams Report - Local Indicator	2023 Williams 0 Unresolved issues of students missing instructional materials.			2026 Williams Goal: Maintain 100% access to core materials for all students/ 0 unresolved issues	
3.3	Priority 1 Facilities in good repair Source: FIT report: Local Indicator	2023 FIT Report 100% Schools with Good or Exemplary rating			2026 FIT Report Goal: Maintain Good or higher	

					rating for all schools.	
3.4	Priority 2 Implementation of the academic content and performance standards adopted by State Board of Education Source: CDE Priority 2 Local Indicator Self Reflection Tool	Local Indicators Self-Reflection Tool: Priority 2 (Academic Standards) Scale: 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Professional Learning ELA - 4.0 ELD - 3.0 Math - 3.0 NGSS Sci - 3.0 History/SS - 3.0 2. Instructional Materials ELA - 4.0 ELD - 4.0 Math - 4.0 NGSS Sci - 3.0 History/SS - 3.0 3. Policy & Program Support (ie: collaborative time, classroom			2026 All indicators at full implementation or full implementation & sustainability	

		walkthroughs, teacher pairing) ELA - 4.0 ELD - 4.0 Math - 4.0 NGSS Sci - 4.0 History/SS - 4.0 4. Academic Standards CTE - 4.0 Health - 4.0 PE - 4.0 VAPA - 4.0 World language - 4.0 5. Engaging teachers and leaders about professional learning and support needs 3.0				
3.5	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	2023 ELPI CNUSD: *All: 49.5%			2026 ELPI Goal - CNUSD overall 55% of EL students making progress on ELPI; Growth of 6-10% at every site.	
3.6	Priority 4 English Learner Reclassification Rate Source: CALPADS; # Reclass/Total EL Count Oct.	2022-2023 CNUSD: 21%			2025 - 2026 Goal - Maintain a 15-20% reclassification rate	

3.7	Priority 7 Parent Survey Perception of Quality Programs Offered for Child's Talents, Gifts or Special Needs Source: Community Survey	Spring 2024 Data All: 74.4% Foster: 66.7% EL: 79.4% SPED: 78.6%			Spring 2027 Data Goal: Parent perception of Quality Programs meets a minimum of 80% for all parents and parent groups.	
3.8	Priority 7 Student Perception of Success from LCAP funded programs on school sites. Source: Student Survey	Spring 2024 Data Academic Success due to programs: 69.2% Social Emotional Success due to programs: 55.1%			Spring 2027 Data Goal: Increase student perception of support from programs to 75%	
3.9	Priority 7 Percent of CCI Prepared Students meeting requirements through Seal of Biliteracy within 4-year cohort Source: CA Dashboard	2023 All: 15.6% EL: 24.7% SED: 17.7% FO: 33% HO: 23%			2026 Goal: Increase Seal of Biliteracy contribution to CCI prepared to 25% for all students and increase EL to 40%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Access to standards aligned Instructional materials - Core	a) All students will have sufficient textbooks and instructional materials. Funding through: Lottery $3,580,272 b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair Funding through: LCFF $32,090,390 LCFF Supplemental/Concentration $1,805,177	$37,475,839.00	No
3.2	Equitable access to technology	Support the implementation of 1:1 student device by maintain the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students that do not have adequate internet access in their home. Funding through: LCFF Supplemental/Concentration $4,600,000	$4,600,000.00	Yes

| 3.3 | Support for site-based initiatives to ensure access for all. | Allocating additional resources to all school sites will bolster the learning and well-being of unduplicated students. These allocations will be tailored based on comprehensive assessments of academic performance, social-emotional well-being, and behavioral data. Each school site will delineate its specific plans for utilizing these resources effectively within their annual School Plans for Student Achievement. Unduplicated students, including those from low-income families, English learners, and foster youth, are the primary beneficiaries of this action. By focusing on this demographic, the initiative aims to address the unique challenges and barriers they face in their educational journey.

Funding through: LCFF Supplemental/Concentration $2,400,379 | $2,400,379.00 | Yes |
| 3.4 | Support for students with disabilities | Provide comprehensive supports to students with disabilities (SWD) by deploying Program Specialists and other dedicated personnel. SWD will benefit from teachers who will be receiving professional development to enhance their ability to deliver specialized instruction tailored to the needs of SWD. Additionally, classroom instructional assistants will be allocated to unduplicated students who receive special education services, further augmenting the instructional process. The primary beneficiaries of this action are students with disabilities (SWD) who require specialized support to thrive academically and socio-emotionally within the educational setting. Furthermore, unduplicated students who receive special education services will receive additional assistance through classroom instructional assistants, ensuring equitable access to resources and support.

CNUSD will engage in a comprehensive needs assessment and conduct a root cause analysis of special education student performance to identify evidence-based practices to increase the academic performance and decrease suspension and chronic absenteeism rates for students on an IEP. (See tables in Reflections: Annual Performance for specific schools and priorities with red indicators for special education students). Substitute costs to allow for teacher participation in this work will be funded through the Learning Loss Recovery Grant.

Funding through: LCFF $51,079,106
LCFF Supplemental/Concentration $7,300,000 | $58,379,106.00 | No |

3.5	Support for English Learners with disabilities	Translators will be provided to facilitate parent involvement in the educational process. By offering language support services, including interpretation and translation, parents with limited English proficiency will have enhanced access to school-related information, communication, and engagement opportunities. The primary beneficiaries of this action are parents and guardians with limited English proficiency within the school community. By removing language barriers, the initiative aims to empower these parents to actively participate in their children's education, school activities, and decision-making processes. Funding through: LCFF Supplemental/Concentration $206,408	$206,408.00	Yes
3.6	Support to ensure a high-quality program for English Learners	To support a high-quality education for English Learners and LTELs, bilingual instructional assistants will provide language support, including primary language assistance. They assist individual and small group of students to reinforce and follow up on language development and learning activities. Parents can choose from the program options of Structured Language Immersion, Dual Language Immersion, and English Language Mainstream, with appropriate language support. Additional personnel, such as Teachers on Special Assignment (TSAs), will assist at-risk EL and LTEL students. Instructional support personnel will provide model lessons, coaching, assist with reclassification and monitoring, as well as goal setting with ELs and LTELs. Teachers will receive professional development on language acquisition across subjects to facilitate ELD and Integrated ELD to ensure ELs and LTELs are receiving appropriate services and making progress towards English Language Proficiency. Specific support personnel will cater to EL students (including RFEP), socioeconomically disadvantaged students, and foster youth. A dedicated counselor will focus on EL students (newcomers, LTELs, and At-Risk ELs) with credit deficiency, developing transition plans to reintegrate them into their comprehensive high school. English learner support staff will partner with all school sites with red indicators on ELPI, ELA, Math and/or CCI to review data, and develop a	$5,222,001.00	Yes

		plan to increase EL performance. (See tables in Reflections: Annual Performance for specific schools). Funding through: LCFF Supplemental/Concentration $5,222,001		
3.7	Support expansion of Dual Language Immersion in CNUSD	Dual Immersion teachers to both sustain existing programs and facilitate the expansion of the program to schools where more than 75% of students are identified as Unduplicated Students. Dual Immersion teachers are bilingual educators who deliver instruction in two languages, typically English and another target language, to promote bilingualism, biliteracy, and biculturalism among students. Existing program participants will benefit from continued access to high-quality bilingual education, while Unduplicated Students in schools with newly implemented Dual Immersion programs will gain access to these enriching educational opportunities. Funding through: LCFF Supplemental/Concentration $1,836,164	$1,836,164.00	Yes
3.8	Academic and SEL Supports for Foster and Homeless Youth	Assign two counselors specifically to support Foster and Homeless Youth within the educational setting. Additionally, tutoring and other academic supports will be provided to foster youth to address instances of low academic performance. The action aims to provide targeted support and resources to foster and homeless youth to address their unique challenges and promote their academic success. The action is primarily targeted at Foster and Homeless Youth within the school community. These youth often face significant challenges related to housing instability, trauma, and lack of support networks, which can adversely affect their academic performance and overall well-being. By assigning dedicated counselors and providing academic supports, the action seeks to address these barriers and provide the necessary assistance to help foster and homeless youth thrive academically. Funding through: LCFF Supplemental/Concentration $341,473	$341,473.00	Yes

| 3.9 | AVID programs to support the achievement of underrepresented students | AVID provides students with academic support, college preparatory activities, and skills development to ensure they are equipped to thrive in higher education and beyond. This includes on time graduation, completion of four-year college entrance requirements, submission of FAFSA, percentage accepted to a four-year college, percentage planning to attend a four-year college, two-year college, or technical school

The action targets students who may face barriers to academic success, particularly those from underserved or underrepresented backgrounds. AVID aims to provide equitable access to college and career readiness resources and support for all students, regardless of their background or socioeconomic status.

Funding through: LCFF Supplemental/Concentration $2,528,105 | $2,528,105.00 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, all students at **Lee V. Pollard**, particularly English learners, socio-economically disadvantaged, and Hispanic will improve student outcomes reported on the California Dashboard through continued development of systems of excellence within the alternative education setting. Lee V. Pollard will also reduce the number of out of field teachers for courses supporting dashboard indicators with student groups at the lowest performing levels.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated a need to continue supporting ELA and Mathematics instruction throughout the District, but specifically for English Learner (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED) students at Lee V. Pollard High School, an identified Equity Multiplier school (school of choice settings). This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. Lee V. Pollard High School plans to improve ELA and Mathematics performance through the actions included in the goal and will measure progress using CAASPP ELA and Mathematics results and district benchmark data, differentiated by student group.

ELA
All Students: -105.9 dfs
EL: -159.2
HI: -108.1 dfs
SED: -107.9 dfs

Math
All Students: -188.4 dfs
EL: -214.1 dfs
HI: -183.8
SED: -187.9 dfs

If Lee V. Pollard implements these actions and monitors academic performance through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Lee V. Pollard All Students: -105.9 dfs EL: -159.2 HI: -108.1 dfs SED: -107.9 dfs			ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	
4.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Math (2023 Dashboard) Lee V. Pollard All Students: -188.4 dfs EL: -214.1 dfs HI: -183.8 dfs SED: -187.9 dfs			Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	
4.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI)	Lee V. Pollard ELPI (2023 Dashboard) Number of EL students: 114 33.3% Making Progress 14.8% Declined			2025 ELPI Goal - 48% of EL students making progress on ELPI; Growth of 5% yearly.	

	Source: Dashboard					
4.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Lee V. Pollard Number of Students: 282 88.7% Graduated Decline 3%			2026 - 2027 Graduation Rate Goal: Increase overall to 95%; yearly increase of at least 3%.	
4.5	Priority 5 Chronic Absenteeism Source: Data Insights Local SIS Data Insights	As of May 22, 2024 Lee V Pollard K-12 Chronic Absenteeism All Students: 58.07 EL: 51.18 HI: 55.92 SED: 60.14 Lee V Pollard K-12 Severe Chronic Absenteeism: 36.15 EL: 29.13 HI: 33.98 SED: 37.69			2026-2027 Goal: 25% or less K-12 Chronic Absenteeism Rate. 15% or less K-12 Severe Chronic Absenteeism Lee V Pollard K-12 Chronic Absenteeism All Students: 25% EL: 25% HI: 25% SED: 25% Lee V Pollard K-12 Severe Chronic Absenteeism: 15% EL:15% HI: 15% SED: 15%	

| 4.6 | Priority 6
Pupil Suspension Rate

Source: Dashboard Suspension Rate (Status) | 2023-2024 Percent of Students at Lee V. Pollard who have been suspended

Number of Students: 777
5.5% suspended at least one day
Increased 1% | | | 2025-2026 Percent of Students Suspended

Goal: Maintain 5% or lower suspension rate | |
| 4.7 | Priority 8
Percentage of Students meeting Prepared on the College Career Indicator (CCI)

Source: Dashboard | 2022-2023 CCI for Lee V. Pollard

Number of Students: 277
1.8% prepared | | | 2026-2027 CCI

Goal: Increase by at least 3.3% per year for total of 10% over 3 years | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence based instructional practices and strategies targeting all students, particularly English learners, socio-economically disadvantaged, and Hispanic to enhance student outcomes. One on one coaching for all teachers teaching on a waiver who do not have a clear credential in ELA and Math.	$336,476.00	No
4.2	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that are proven to be effective for students who are significantly below the standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching struggling students.	$480,350.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the course of the next three years, all students at **Orange Grove High School**, particularly English learner, socio-economically disadvantaged, and Hispanic will improve student outcomes as reported on the California Dashboard through continued development of systems of excellence within the alternative education setting. Orange Grove High School will also reduce the number of out of field teachers for courses supporting dashboard indicators with student groups at the lowest performing levels.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data indicated a need to continue supporting ELA and Mathematics instruction throughout the district, but specifically for English Learner (EL), Hispanic (HI), and Socioeconomically Disadvantaged (SED) at Orange Grove High School, an identified Equity Multiplier school (school of choice settings). This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. Orange Grove High School plans to improve ELA and Mathematics performance through the actions included in the goal and will measure progress using CAASPP ELA and Mathematics results and district benchmark data, differentiated by student group.

ELA
All Students: -196.8 dfs
EL: -197.9 dfs
HI: -199.8 dfs
SED: -195.5 dfs

Math
All students: -233.5 dfs
EL: -249.2 dfs
HI: -232 dfs
SED: -234.4 dfs

If Orange Grove High School implements these actions and monitors academic performance through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Orange Grove All Students: -196.8 dfs EL: -197.9 dfs HI: -199.8 dfs SED: -195.5 dfs			ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for listed student groups All: -187 dfs EL: -182 dfs HI: -180 dfs SED: -175 dfs	
5.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Math (2023 Dashboard) Orange Grove All Students: -233.5 dfs EL: -249.2 dfs HI: -199.8 dfs SED: -234.4 dfs			Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for listed student groups All: EL: -234 dfs HI: -18-0 dfs SED: -219 dfs	
5.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	Orange Grove ELPI (2023 Dashboard) Number of EL students: 79 43% making progress Declined 7%			2025 ELPI Goal - 58% of EL students making progress on ELPI; Growth of 5% yearly.	

5.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Orange Grove Number of students: 130 64.6% graduated Declined 15.6%			2026 - 2027 Graduation Rate Goal: Increase overall to 80%; yearly increase of at least 5%;	
5.5	Priority 5 Attendance Rate Source: DataQuest Chronic Absenteeism Rate District Level. Progress Monitoring by Data Insights	As of May 22, 2024 Orange Grove K-12 Chronic Absenteeism All Students: 70.53 EL: 66.42 HI: 69.32 SED: 69.17 Orange Grove K-12 Severe Chronic Absenteeism All Students: 47.68 EL: 47.76 HI: 46.22 SED: 45.49			2026-2027 Goal: 30% or less K-12 Chronic Absenteeism Rate. 20% or less K-12 Severe Chronic Absenteeism	
5.6	Priority 6 Pupil Suspension Rate Source: Dashboard Suspension Rate (Status)	2023-2024 Percent of Students at Orange Grove who have been suspended Number of students: 346 21.1% suspended at least one day Increased 2.8%			2025-2026 Percent of Students Suspended Goal: Decrease suspension to 10% or lower suspension rate	
5.7	Priority 8 Percentage of Students meeting Prepared on the	2022-2023 CCI for Orange Grove			2026-2027 CCI Goal: Increase by at least 3.3% per	

| | College Career Indicator (CCI)

Source: Dashboard | Number of students:
126
0% prepared | | | year for total of 10% over 3 years | |

Goal Analysis [2023-24]

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |

5.1	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that are proven to be effective for students who are significantly below the standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching struggling students.	$315,203.00	No
5.2	Highly Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence based instructional practices and strategies targeting all students, particularly English learners, socio-economically disadvantaged, and Hispanic to enhance student outcomes. Staffing data is being analyzed to address underlining teacher credentialing issues.	$49,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the course of the next three years, all students at **Academy of Innovation**, particularly English learners, socio-economically disadvantaged, students with disabilities, and white will improve student outcomes reported on the California Dashboard through continued development of systems of excellence within the virtual school. Academy of Innovation will also reduce the number of out of field teachers for courses supporting dashboard indicators with student groups at the lowest performing levels. Additionally, students at Corona-Norco Alternative, particularly Hispanic and socio-economically disadvantaged students will increase on College and Career Indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 CA Dashboard data for the Academy of Innovation indicated a need to continue supporting ELA and Mathematics instruction specifically for English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and White (WH) students at Academy of Innovation, an identified Equity Multiplier school (schools of choice settings). Our analysis of the 2023 CA Dashboard data for Corona-Norco Alternative indicated a need to support Hispanic and socio-economically disadvantaged students on the College and Career Indicator. The needs are echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. Both schools plan to address their identified needs through the actions included in the goal and will measure progress using CAASPP ELA, Mathematics, and CCI results and district benchmark data, differentiated by student group.

Academy of Innovation
ELA
All Students: -57.7 dfs
EL: -83.9 dfs
SED: -74.3 dfs
SWD: -121.1 dfs
WH: -120.8 dfs

Math
All Students: -73.4 dfs
EL: -145.2 dfs
SED: -128.7 dfs
SWD: -166.8 dfs
WH: -141.1 dfs

Corona-Norco Alternative
College/Career
Hispanic: Very low
SED: Very low
No performance level for any other subgroup

If we implement these actions; academic performance through monthly data monitoring, we will achieve the goal of increasing performance in ELA, Mathematics and CCI.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Academy of Innovation All Students: EL: -57.7 dfs SED: -83.9 dfs SWD: -121.1 dfs WH: -120.8 dfs			ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	
6.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Math (2023 Dashboard) Academy of Innovation All Students: -73.4 dfs EL: -145.2 dfs SED: -128.7 dfs SWD: -166.8 dfs WH: -141.1 dfs			Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	

6.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	Academy of Innovation ELPI (2023 Dashboard) Number of EL students:65 50.8% making progress Declined 5.3%			2025 ELPI Goal - 56.8% of EL students making progress on ELPI; Growth of 2% yearly.	
6.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Academy of Innovation Number of Students: 168 90.5% graduated Declined 7.6%			2026 - 2027 Graduation Rate Goal: Increase overall to 96%; all groups by at least 3%; to a minimum of 90% for every group	
6.5	Priority 6 Pupil Suspension Rate Source: Dashboard Suspension Rate (Status)	2023-2024 Percent of Students at Academy of Innovation who have been suspended Number of Students: 1088 0.4% suspended at least one day Maintained 0%			2025-2026 Percent of Students Suspended Goal: Maintain 0.5% or lower suspension rate	
6.6	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI) Source: Dashboard	2022-2023 CCI for Academy of Innovation Number of Students: 168 16.7% prepared			2026-2027 CCI Goal: Increase by at least 8%; 20% minimum for all student groups	

		2022-2023 CCI for Corona-Norco Alternative Number of Students: 94 0% prepared				

Goal Analysis [2023-24]

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Highly Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence based instructional practices and strategies targeting all students, particularly English learners, Socio-economically disadvantaged, Students with Disabilities and White to enhance student outcomes over the next	$333,997.00	No

		three years. Staffing data is being analyzed to address underlining teacher credentialing issues.		
6.2	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that are proven to be effective for students who are significantly below the standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching struggling students.	$789,843.00	No
6.3	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies in a virtual setting primarily targeted towards students who may benefit from additional resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively over the next three years.	$21,400.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$138,537,161	$13,947,565

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.462%	0.000%	$$0.00	25.462%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Additional teachers to lower class sizes K-12 **Need:** Educational partners (students, parents, teachers) have identified the need for smaller class sizes in order to provide more individualized support for students with the greatest academic needs. Over 85% of parents in CNUSD have indicated that a smaller class size helps their own student to	Assigning additional teachers to reduce class sizes K-12 is being provided on an LEA-wide basis as it addresses several specific needs for all students but will have a more significant impact on students from unduplicated and targeted populations who may not have additional resources to support them outside of the school day. This action addresses the needs, conditions and circumstances of these student groups by providing:	Action 1.2 will be monitored through Metric 1.1 ELA, 1.2 Math, 1.13 Survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	be more engaged in learning. Only 56% of the parent population believes the class sizes are appropriate and allow for personal attention and feedback from the teacher. These needs are evident in the California Dashboard metrics in ELA and Math and show higher needs for unduplicated students across the district. Dashboard data in both ELA and Math show that there is a gap in performance between all students and those who are unduplicated. **Scope:** LEA-wide	Personalized Instruction: Students with diverse learning needs, such as Foster Youth, English Learners (EL), and students from Socioeconomically Disadvantaged (SED) backgrounds, often require more personalized instruction. Smaller class sizes enable teachers to better tailor their teaching methods and materials to accommodate various learning styles and needs. Individualized Support: Foster/Homeless students, socio-economically disadvantaged students and students from second language backgrounds may face unique challenges that impact their academic performance. Additional teachers allow for more one-on-one support and targeted interventions to address these challenges effectively. Improved Engagement: Students who feel disconnected or overwhelmed in large classes may disengage from learning. Smaller class sizes foster a more engaging and interactive learning environment, particularly beneficial for students who may struggle with attention or participation. Academic Achievement: By reducing class sizes, teachers can provide more focused attention on each student's academic progress. This can lead to improved performance in core subjects and better outcomes on standardized assessments, crucial for meeting grade-level standards. CNUSD demonstrates a need to close the achievement gap for unduplicated students. Preparedness for Next Grade Level: Ensuring students are adequately prepared for the next grade level or college and career is essential for their long-term success. Smaller class sizes allow	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers to identify areas where students may need additional support, bridging potential gaps in knowledge and skills. Equity and Inclusion: This action promotes equity by addressing the needs of marginalized student populations. It aims to create a more inclusive educational environment where all students have equal opportunities for success regardless of their background or circumstances.	
1.3	**Action:** High Quality Professional Development **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD on these indicators at all grade levels. Surveys of students, parents and community members identify the need for professional development to ensure all teachers are supported in the alignment of instruction to student needs, especially those of unduplicated students. **Scope:** LEA-wide	This action is being provided LEA-wide as all staff in the district serve unduplicated students and will be impacted by high quality professional learning. The need being addressed is the enhancement of student outcomes through the implementation of evidence-based instructional practices. By providing professional development on challenging instruction and inclusivity across subject areas, the goal is to improve teaching effectiveness and create a more inclusive learning environment. This addresses the need for continuous growth and development among staff members to meet the diverse needs of students and improve overall educational outcomes. The needs, conditions or circumstances of unduplicated students will be addressed through enhanced skills and training of all staff that serve them.	Action 1.3 will be monitored by Metric 1.1 ELA, 1.2 Math, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Grad rate, 1.12 CCI
1.4	**Action:** MTSS T1 & TII Academic Supports	This action is being provided on a LEA-wide basis because this initiative adopts a comprehensive approach to ensure that all teachers and students	Action 1.4 will be monitored by Metric 1.1 ELA, 1.2 Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD. Students with greater needs must have access to exceptional first best instruction in tier 1 and tier 2 and 3 interventions to access grade level standards in ELA, Math and all other academic course work. **Scope:** LEA-wide	benefit from high-quality instructional support in Tier I. This action is principally directed to low-income, English learner and foster students as they are in every classroom and require not only high quality first best instruction, but also the Tier II supports provided in this action. The goal of this action is to narrow the achievement gap in English Language Arts (ELA) and Math scores. This commitment aligns with our broader mission to promote educational equity and consistency across all elementary schools. Teacher Support: TSAs will support teachers directly, offering guidance and resources. This addresses the need for a robust support system within the school community. Intervention Support: For students not yet meeting standards in literacy and math, TSAs will provide targeted intervention. This addresses the critical need to bridge learning gaps and ensure every student can succeed.	
1.5	**Action:** Educational Technology support and resources to provide student access to the standards **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD. The gap between these student groups and all students is so great it is difficult to remedy within the	This action is being provided on an LEA-wide basis to address the critical need for equitable access to educational resources and technology. In today's digital age, it is essential that all students have the same opportunities to engage with and master the standards, regardless of their background or circumstances. This action meets the needs and conditions of unduplicated students as they are less likely to have access to technology or resources to support their learning. By providing these resources, we are leveling the playing field and ensuring that every student has the tools they need to succeed.	Action 1.5 will be monitored by Metric 1.14 Equitable access to technology

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional day with personnel alone. Technology serves alongside our teachers to provide instruction, feedback and practice to fill gaps in learning for students in all grade levels. Parent surveys and LCAP advisory community member feedback also show a desire to ensure all students have access to working technology to assist in student learning during and after school hours. **Scope:** LEA-wide		
1.6	**Action:** Supplemental materials and supports to access and assess standards in literacy, math, science and social studies **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD. The gap between these student groups and all students is so great it is difficult to remedy within the instructional day with core materials alone. Instructional assistants in kindergarten classrooms serve alongside our teachers to provide instruction, feedback and practice to fill gaps in learning for students most in need.	This action is being provided LEA-wide because the need being addressed is multifaceted. Firstly, it acknowledges that students have diverse learning styles and needs, and a one-size-fits-all approach to education may not sufficiently support every learner. By offering supplemental materials, such as additional practice worksheets, interactive online modules, or hands-on activities, we can cater to different learning preferences and abilities. Furthermore, the action recognizes that unduplicated students may face barriers to accessing the standard curriculum due to various factors such as language barriers, learning disabilities, or socio-economic challenges. The supplemental materials and supports aim to bridge these gaps, providing avenues for all students to engage meaningfully with the content and meet the required standards.	Action 1.6 will be monitored by Metric 1.1 ELA, 1.2 Math, 1.3 A-G, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Gard rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Pathways to prepare students for post-secondary education **Need:** CNUSD has experienced a drop in the percent of graduates who are College Career prepared upon graduation, including the percent who have taken a college class successfully, and/or have taken an AP/IB course and passed the test. Unduplicated students, specifically English learners and foster youth fall well below other subgroups. **Scope:** LEA-wide	The primary need being addressed is the removal of barriers that prevent our unduplicated students from smoothly transitioning to post-secondary education. This action is being provided LEA-wide because many students face challenges in understanding, enrolling in, and excelling in college-level courses. This action seeks to bridge this gap by providing targeted support at various stages of their academic journey.	Action 1.7 will be monitored by Metric 1.3 A-G, 1.7 AP participation, 1.8 AP pass rate, 1.12 CCI
1.8	**Action:** Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce **Need:** CNUSD has experienced a drop in the percent of graduates who are College Career prepared upon graduation, specifically unduplicated students who rate in the low category. Enrollment in CTE pathways provides students an opportunity to meet this metric.	In order for our students to be considered college and career ready at the secondary level as measured by meeting A-G requirements, Career Technical Education (CTE) pathway completion mapped to high growth, strong employment opportunities, and/or achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA and Math, students need to receive a 21st Century educational experience. This action is being provided on an LEA-wide basis because all students need to be provided access to the 21st Century learning environment that includes	Action 1.8 will be monitored by Metric 1.4 CTE pathways, 1.5 A-G & CTE pathways, 1.6 CTE Industry Certification, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners indicated the need to continue support for struggling students, especially as it relates to graduation requirements, CTE pathways and A-G completion. College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. **Scope:** LEA-wide	opportunities to explore college and career options, technology integration, STEAM related experiences, and the "4Cs" (critical thinking, collaboration, creativity, and communication). This action meets then needs and conditions of unduplicated students who need additional support and access to rigorous content, passing exams, earning State seals and/or preparing for the work force.	
1.9	**Action:** Opportunities for high school graduation credits for students in need of support **Need:** CNUSD is committed to ensuring that all students graduate from high school. Data from the 2024 Dashboard indicates that the graduation rate for unduplicated students and students with disabilities is below that of all students. CNUSDs overall graduation rate is 94.9%, English Learner (EL): 88%, Foster Youth: 85.3%, Homeless: 86.8%, Socioeconomically Disadvantaged: 94.3%, Students with Disabilities: 81.5% CNUSD Schools with Red Indicators * Orange Grove HS: 64.6% **Scope:**	This action is being offered on an LEA-wide basis to ensure that all students can recoup credits or address impacted schedules as needed. The action aims to tackle several critical needs that meet the needs, conditions and circumstances of unduplicated students as the data shows a greater need for credit recovery for those students. Improving Graduation Rates: Many students face challenges that result in credit deficiencies, hindering their path to graduation. Summer school and credit recovery courses provide them with the opportunity to catch up on missed credits. Enhancing A-G Rates: A-G requirements are essential for college eligibility. By offering credit recovery during the day, students can fulfill these requirements and improve their prospects for higher education. Not all students thrive in a traditional high school setting. Adult Education concurrent enrollment	Action 1.9 will be monitored by Metric 1.3 A-G, 1.11 Grad rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	offers a flexible and alternative pathway for those who may need it due to various circumstances.	
2.1	**Action:** MTSS Behavioral and Social Emotional Tier 1 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 20% with the following rates for our Unduplicated Student Groups: English Learner- 21.9%, Foster Youth- 23.8%, and Low Income- 23.2%. Overall, our Suspension rate is at 4.7% with the following Unduplicated Student Groups: English Learner- 6.5%, Foster Youth- 15.7%, and Low Income 5.6%. **Scope:** LEA-wide	The need being addressed by this action/service is the promotion of a positive school climate, prevention of behavioral challenges, and the enhancement of social-emotional competencies among students. This action is being provided on an LEA wide basis because by implementing supports, schools create a foundation for academic success by addressing the social and emotional needs that may otherwise impede learning and development, particularly for our unduplicated students. The MTSS TSAs provide in class support for teachers and schoolwide trainings on behavior management strategies, development of schoolwide expectations, and restorative practices. This action specifically addresses the needs, conditions, and circumstances of our unduplicated student groups by creating a system that lays out common expectations for students in a way that supports the needs of our students who tend to struggle the most along their educational journey.	Action 2.1 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle School dropout, 2.5 HS drop out, 2.6 Suspension, 2.8 Local climate survey.
2.2	**Action:** MTSS Behavioral and Social Emotional Tier 2 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 20% with the following rates for our	This action is being provided on an LEA-wide basis because systematically implementing MTSS Tier 2 Behavioral and Social Emotional Supports, including the Tier 2 Access/Match Fit Process and mentoring, provides schools targeted interventions that address the unique needs of at-risk students, ultimately promoting their academic success and personal growth. This action specifically meets the needs, conditions, and circumstances of our	Action 2.2 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated Student Groups: English Learner- 21.9%, Foster Youth- 23.8%, and Low Income- 23.2%. Overall, our Suspension rate is at 4.7% with the following Unduplicated Student Groups: English Learner- 6.5%, Foster Youth- 15.7%, and Low Income 5.6%. **Scope:** 　LEA-wide	unduplicated student groups by providing targeted interventions for students who are most struggling with behavioral and social emotional needs. For low-income and foster youth students who may experience social isolation or lack of support outside of school, small group counseling and peer mentoring can provide a sense of belonging and social connection.	
2.3	**Action:** MTSS Behavioral and Social Emotional Tier 3 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 20% with the following rates for our Unduplicated Student Groups: English Learner- 21.9%, Foster Youth- 23.8%, and Low Income- 23.2%. Overall, our Suspension rate is at 4.7% with the following Unduplicated Student Groups: English Learner- 6.5%, Foster Youth- 15.7%, and Low Income 5.6%. **Scope:** 　LEA-wide	This action is being provided on an LEA-wide basis because systematically implementing MTSS Tier 3 Behavioral and Social Emotional Supports, including mental health services and individual behavioral supports, provides targeted interventions that address the unique needs of at-risk students, ultimately promoting their academic success and personal growth. This action addresses the needs, conditions, and circumstances of our unduplicated student groups by providing targeted interventions for students who are most struggling with behavioral and social emotional needs. By addressing underlying issues such as trauma or emotional distress, social workers can help prevent behavioral problems from arising in the first place, creating a more conducive learning environment. RBTs and social workers can implement programs to promote positive behavior and social-emotional learning, helping students develop self-regulation and interpersonal skills. Social workers are trained to provide trauma-informed care, which is essential for supporting foster youth and students from low-income backgrounds who may have experienced trauma or adversity. Social workers and RBTs who are culturally competent can provide services that are sensitive to the cultural backgrounds and	Action 2.3 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		experiences of students and families, fostering trust and rapport.	
2.4	**Action:** Comprehensive Counseling Services **Need:** Ensuring all students, primarily unduplicated students, have access to counselors in schools is crucial for addressing their unique needs and improving their overall educational outcomes. Counselors work with students on attendance issues, discipline, suspension reentry counseling sessions, addressing and building skills to help manage behavior issues, skill building to address inattention, social skills adjustment skills training and counseling sessions, academic achievement, college and career planning, and fostering a positive school climate. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 21.9%, Foster 23.8%, SED 23.2%) than the overall population (20%). Suspension rates for unduplicated students is also higher (EL 6.5%, Foster 15.8%, SED 5.6%) than the overall (4.7%) The 2023 California Healthy Kids Survey shows that chronic sadness and hopelessness ranges from 30-35% for our secondary students. The reporting of a caring adult on campus declines as students' progress with 70% of students in 5th grade reporting a caring adult at school to a low of 52% in 9th grade.	The need being addressed by this action/service is the promotion of a positive school climate, prevention of behavioral challenges, and the enhancement of social-emotional competencies among students and to address the issues relating to connecting students to school. Counselors also manage suicide prevention, intervention and education as well as bullying prevention/intervention and education. These actions are being provided on an LEA-wide basis because many school sites in CNUSD have student subgroups who need additional support in student well-being and mental health support. A comprehensive counseling program addresses the unique needs, conditions, and circumstances of low-income students, foster youth, and English learners, by promoting their overall success and well-being. Comprehensive counseling programs offer mental health services, including individual and group counseling, to address issues such as anxiety, depression, trauma, and stress. This support is vital for foster youth and low-income students who may face significant emotional challenges. Counselors can provide immediate support and intervention during crises, ensuring students receive timely and appropriate help. Programs that teach social and emotional learning (SEL) skills help students develop empathy, self-awareness, and relationship-building skills, which are important for all students, especially those from challenging backgrounds. Counselors can work with students to develop positive behavior plans and coping strategies, addressing behavioral issues that may arise from underlying emotional or	Action 2.4 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	environmental stressors. Counselors can provide consistent support for foster youth, helping them navigate transitions between placements and schools, and ensuring educational stability.	
2.5	**Action:** Health and Wellness **Need:** Nursing services are a critical component of our district's efforts to promote student health and wellness, ensure health equity and access, manage chronic diseases, respond to emergencies, support students in special education programs, and promote health education and wellness. By investing in nursing services, we can help create a safe, healthy, and supportive environment for all students to thrive academically and personally. English learners (EL), foster youth, and socioeconomically disadvantaged students often face unique challenges that make access to school nurses particularly important for them. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 21.9%, Foster 23.8%, SED 23.2%) than the overall population (20%). **Scope:** LEA-wide	Nursing services can improve the management of chronic conditions, such as diabetes, hypertension, and asthma. Regular monitoring and support from nurses can help individuals better manage their conditions, leading to improved health and quality of life, and increased student attendance. This action is being provided LEA wide but is principally directed to unduplicated students. Students from low-income families may have limited access to healthcare outside of school. This can result in untreated health conditions, making school nurses essential for providing care and referrals. Children in foster care often experience instability and may have missed regular health check-ups. They might also have experienced trauma, leading to both physical and mental health issues that require attention. Language barriers can make it difficult for families to access healthcare services, understand medical instructions, or communicate health concerns. School nurses can help bridge these gaps by providing accessible care and education.	The metric used to measure 2.5 will be 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.8 Local climate survey
2.6	**Action:** Elementary Connection to School	This action is being provided on an LEA-wide basis because VAPA increases student	Action 2.6 will be monitored throughs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Access to VAPA is particularly crucial for low-income, foster youth, and English learner students due to the unique benefits and opportunities it provides for these groups. Interviews with students have shown that they love the days that VAPA is offered to their class and look forward to coming to school on those days. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 21.9%, Foster 23.8%, SED 23.2%) than the overall population (20%). **Scope:** LEA-wide	connections to school. This action addresses the needs, conditions and circumstances of unduplicated students because low-income students often lack access to private arts education. VAPA programs in schools ensure that all students, regardless of their economic background, can engage in the arts. Foster youth often face emotional and psychological challenges due to their unstable environments. Art can be a therapeutic outlet, helping them process trauma and express emotions. VAPA allows English learners to communicate and express themselves non-verbally, reducing the language barrier and enabling them to participate fully.	metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.6 Suspension, 2.8 Local climate survey
2.7	**Action:** Secondary Connection to School (sense of belonging) **Need:** The 2023 Healthy Kids Survey shows that only 28% of students believe they are involved in school in a meaningful way. Currently our California Healthy Kids Survey also shows that the percentage of students experiencing social emotional stress is between 23% and 27% for secondary students. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 21.9%, Foster 23.8%, SED 23.2%) than the overall population (20%). Athletics and clubs offer positive outlets for energy and creativity, reducing the likelihood of students engaging in risky behaviors. Overall, our Suspension rate is at 4.7% with the following Unduplicated	Providing students with programs that support their cultural identity and opportunities to participate in athletics has a positive impact for students. This action is being provided on an LEA-wide basis because supporting students connection to school is imperative to students' social emotional and academic growth. This action addresses the needs, conditions and circumstances of unduplicated students because it provides equal opportunities and access to programs ensuring that all students, regardless of their socioeconomic background, can participate in enriching activities. These programs can help overcome financial and social barriers that may prevent low-income and foster youth from participating in extracurricular activities outside of school. Regular participation in athletics and clubs can provide a sense of stability and routine for foster youth, who may experience frequent changes in their living situations. These activities	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Groups experiencing higher rates (EL-6.5%, Foster Youth- 15.7%, and Low Income 5.6%.) **Scope:** LEA-wide	offer foster youth opportunities to build positive relationships with peers and mentors, fostering a sense of belonging and support. Participation in clubs and sports can provide English learners with additional opportunities to practice and improve their language skills in a natural, engaging environment.	
2.8	**Action:** Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center **Need:** Overall, our Chronic Absenteeism rate is at 20% with the following rates for our Unduplicated Student Groups: English Learner- 21.9%, Foster Youth- 23.8%, and Low Income- 23.2% The Parent Center provides ongoing Tier III consultations with families for attendance, behaviors, social-emotional supports, counseling services (group and individual), and academic support. The Parent Center oversees the overall processes of McKinney Vento students and Foster Youth students by monitoring their academics, attendance and behavior. The Parent Center also works with McKinney-Vento families by providing community partnership connections to support permanent housing. The team works diligently to build community partnerships to connect families with resources	The CNUSD Parent Center plays a pivotal role in supporting the needs, conditions, and circumstances of low-income, foster youth, and socio-economically disadvantaged students, thereby helping them succeed in school. The Parent Centers often provides or coordinates access to essential services such as food, clothing, and healthcare, which are critical for low-income and foster youth. This ensures that students' basic needs are met, allowing them to focus better on their education. For families struggling with housing instability, these centers can offer assistance and connect them with resources to find stable housing, creating a more conducive environment for students to succeed academically. The Parent Center provides tutoring services and homework help, which are especially beneficial for students who may not have academic support at home. By educating parents about the school system, learning strategies, and how to support their children's education, this center empowers parents to become effective advocates for their children's academic success. Workshops on parenting skills, literacy, and job readiness empower parents to better support their children's education and improve their socio-	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that support their social emotional and academic well-being. **Scope:** LEA-wide	economic status. The Parent Center fosters a sense of community among parents, providing social support and reducing isolation. This network can be particularly important for foster parents and low-income families. The action is being provided LEA-wide as it meets the need of providing a comprehensive multi-tiered plan that supports families at various levels. With the resources provided, families are given the support so students and parents/ guardians can be successful in the classroom and in their home setting.	
2.9	**Action:** Communication and Engagement of the CNUSD community **Need:** A Communications Department within a school system plays a vital role in ensuring effective communication between the school, families, and the community. This is particularly important for addressing the needs of low-income, English learner, and foster youth students. The department ensures that all families receive timely and accurate information about school events, policies, deadlines, and resources. Utilizing multiple channels (emails, texts, social media, websites, printed materials) ensures that information reaches all families, regardless of their access to technology. **Scope:**	By providing our families with consistent communication of schoolwide and districtwide events, programs, and general information we will best equip our stakeholders in accessing educational options for their students. These actions are being provided on an LEA-wide basis because many families in CNUSD require repeated and varied outreach when it comes to both districtwide and site wide communications. This action addresses the needs, conditions and circumstances of unduplicated students because they can use multiple channels (emails, texts, social media, websites, printed materials) to ensure that information reaches all families, regardless of their access to technology. The Communications department provides communications in multiple languages, particularly for English learners, ensuring that non-English-speaking families understand school-related information. Crafting messages that are culturally sensitive and relevant helps build trust and engagement among diverse communities.	Action 2.9 will be monitored by 2.1 LCAP Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	By regularly updating parents and caregivers and inviting their participation, the communications department fosters stronger school-family partnerships. Communicating about available resources, such as tutoring, after-school programs, food assistance, and health services, is crucial for low-income and foster families who may need additional support.	
2.10	**Action:** Student Safety **Need:** There has been an increase in school threat investigations (STAR Protocols). CNUSD is predicting to see an approximately 20% increase in reported school threats. Currently our California Healthy Kids Survey shows that the percentage of students who view school as safe is 5th-80%, 7th- 63%, 9th Grade- 59%, and 11th- 61%. Overall, our Suspension rate is at 4.7% with the following Unduplicated Student Groups experiencing higher rates (EL- 6.5%, Foster Youth- 15.7%, and Low Income 5.6%.) Home to school bussing is provided at no charge to all unduplicated students. Ensuring that students have access to transportation to and from school each day is critical to their academic success. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 21.9%, Foster 23.8%, SED 23.2%) than the overall population (20%).	School resource officers (SROs) and security attendants play a vital role in fostering a safe and secure learning environment for students. By actively engaging with students, building positive relationships, and serving as mentors within the school community, SROs and security attendants establish a sense of trust and support among students. Through proactive monitoring of school premises, and implementing safety protocols, they create a visible presence that deters potential threats and misconduct. Additionally, their training in conflict resolution and crisis management equips them to address any arising issues swiftly and effectively. By working collaboratively with school staff, students, and parents, SROs and security attendants not only enhance the physical safety of the school but also contribute to a heightened perception of safety among students, fostering an environment conducive to learning and personal growth. This action is being provided on an LEA basis but specifically meets the needs, conditions and circumstances of unduplicated students because feeling safe at school reduces anxiety and stress levels among students, including low-income,	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	foster youth, and English learners, who may already be dealing with external stressors. The presence of security personnel can deter violence, bullying, and other safety threats, creating a more conducive environment for all students, including those who may be vulnerable due to their socio-economic status or personal circumstances. By creating a safe and inclusive learning environment, SROs and security personnel help ensure that all students, regardless of their background, have equal access to education. Low-income, foster youth, and English learners may face additional challenges related to safety and security outside of school. Having security measures in place can provide a sense of stability and support for these students. SROs and security personnel can serve as positive role models for students, offering guidance, mentorship, and support, particularly for those who may lack positive adult influences in their lives. A safe and secure school environment contributes to higher attendance rates and lower dropout rates among students, including those who may be at risk due to their socio-economic status or personal circumstances.	
3.2	**Action:** Equitable access to technology **Need:** According to the 2023 CA Dashboard the ELA and Math scores are significantly lower for our unduplicated students and students with disabilities than our overall student group.	This action is being provided on an LEA-wide basis as this action addresses the critical need for equitable access to technology and internet connectivity for all students, ensuring they can fully participate in digital learning, research, and educational activities. This action meets the needs, conditions, and circumstances of unduplicated students by maintaining a 1:1 device ratio and offering WiFi devices to those without	Action 3.2 will be monitored through metric 1.14 Equitable access to technology

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		home internet, to bridge the digital divide, ensuring no student is left behind due to lack of access. **Scope:** LEA-wide	
3.3	**Action:** Support for site-based initiatives to ensure access for all. **Need:** Data on the 2023 CA Dashboard indicates that unduplicated students are performing at a lower rate than the overall student population. The CA Dashboard for 2023 reported 17 Red Indicators for these student groups across the entire district. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to ensure all sites can address the unique needs of their unduplicated students. The action addresses the multifaceted needs, conditions and circumstances of unduplicated students, encompassing academic, social-emotional, and behavioral domains. Many unduplicated students encounter obstacles such as language barriers, economic disparities, and trauma, which can impede their academic progress and overall well-being. This initiative seeks to mitigate these challenges by providing targeted support and resources tailored to their specific needs.	Action 3.3 will be monitored through metric 1.1 ELA, 1.2 Math, 1.11 Grad rate, 1.12 CCI, 2.3 Chronic Absenteeism, 2.6 Suspension
3.7	**Action:** Support expansion of Dual Language Immersion in CNUSD **Need:** Only 15.5% of graduates who qualified for CCI in 2023 met the requirement by earning the Seal of Biliteracy. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to sustain and enhance existing Dual Immersion programs, ensuring ongoing access to bilingual education for participating students. Secondly it addresses the educational needs, conditions and circumstances of unduplicated students by expanding access to Dual Immersion programs, which have been shown to improve academic outcomes and language proficiency for linguistically diverse student populations.	This action will be monitored by metric 1.1 ELA, 1.2 Math, 3.6 ELPI, 3.7 EL Reclassification, 3.10 Seal of Biliteracy
3.9	**Action:** AVID programs to support the achievement of underrepresented students	This action is being provided on a LEA-wide basis to address the opportunity gap in education, which disproportionately affects students from underserved communities. By implementing the	This action will be monitored by metric 1.1 ELA, 1.2 Math, 1.11 Grad rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In 2023, AVID only served 13% of the CNUSD 7-12 Low Income Students and 9% of 7-12 English Learners. **Scope:** LEA-wide	AVID program, schools aim to provide targeted support and resources to help unduplicated students overcome barriers and achieve academic success, ultimately preparing them for post-secondary education and future career opportunities.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** Support for English Learners with disabilities **Need:** CNUSD has 52% of Special Education students who speak a language other than English. **Scope:** Limited to Unduplicated Student Group(s)	The action addresses the critical need for equitable access to educational information and involvement opportunities for parents with limited English proficiency. Language barriers can hinder meaningful engagement between schools and families, limiting parents' ability to support their children's learning and advocate for their needs effectively. By providing interpreters and translators, the initiative seeks to bridge this gap and foster a more inclusive and supportive educational environment.	Action 3.5 will be monitored through metric 1.1, 1.2, 1.11, 3.6
3.6	**Action:** Support to ensure a high-quality program for English Learners **Need:** The 2023 English Learner Proficiency Indicator showed that CNUSD had declined by 4.5%. In addition, 25 of the 44 schools with English Learners also saw a decline in	The primary need being addressed is the academic success of ELs and LTELs by providing them with the necessary language support to excel in their studies. This includes reinforcing language development, providing appropriate program options, offering additional personnel support, and ensuring professional development for teachers to facilitate English Language Development (ELD) and Integrated ELD.	Action 3.6 will be monitored through metric 1.2, 1.3, 1.11, 3.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	progress with only 15 schools with gains and 4 maintaining current status. **Scope:** Limited to Unduplicated Student Group(s)		
3.8	**Action:** Academic and SEL Supports for Foster and Homeless Youth **Need:** On the 2023 Dashboard, Foster students had red indicators district-wide for Suspension, English Language Arts and Mathematics. They continue to be low in College/Career Indicator as well. Data shows foster students have the highest percent levels of suspensions and expulsions of any student group. They some of the lowest levels in ELA and Math and are commonly identified as Chronically Absent. With only 0.2% of our students identified in this student group, their needs can easily be overlooked. **Scope:** Limited to Unduplicated Student Group(s)	The primary need being addressed is the provision of targeted support and resources to foster and homeless youth to address their specific challenges and promote their academic success. These youth often face barriers such as frequent school changes, lack of stable housing, and trauma, which can impact their ability to engage in and succeed academically. By providing dedicated counselors and academic supports, the action aims to mitigate these barriers and ensure that foster and homeless youth receive the assistance they need to excel in school.	Action 3.8 will be monitored through metric 1.1, 1.2, 2.3

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

Not applicable

Additional Concentration Grant Funding

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

As a result of receiving concentration funds and the additional concentration grant add-on, CNUSD has substantially increased the number of staff providing direct services to students at all school sites. This additional funding is being used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated LI, EL, and FY students exceeding 55%. All school sites in CNUSD, with the exception of Philistine Rondo School of Discovery, which is at 54% this year, have an enrollment of unduplicated students greater than 55% based on 2023's certified CALPADs report. Beginning in the 2024-25 school year CNUSD is increasing the number of both certificated and classified staff who will be providing direct services to students in schools across the district. Additional staff is being added based on student and school need, educational partner feedback and expansion of programs determined to be most effective in improving outcomes for LI, EL and FY students.

Funded actions and programs which include additional staff providing direct services that support LI, EL, and FY students include:

Goal 1
1. Action 1.2   Additional funds to reduce class size K-12 have been allocated
2. Action 1.4   Teachers on Special Assignment at elementary and intermediate sites to provide T1& T2 academic support
3. Action 1.7   An IB Coordinator and a Spanish teacher will support K-6th grade students at Lincoln Fundamental as they become an IB/Primary Years Program (PYP)

Goal 2
1. Action 2.2   STEPs paraeducators to run social groups
2. Action 2.3   Three Social Workers to support students and families throughout the CNUSD community
3. Action 2.4   Counselors TK-12 will support the social emotional health of students
4. Action 2.10   Elementary security guards and HS SROs

Goal 3
1. Action 3.6 - Bilingual assistants to provide additional support to English learners.
2. Action 3.7 - Additional Dual Language teachers to expand both the Spanish and Mandarin Dual Language Program.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:82	1:71
Staff-to-student ratio of certificated staff providing direct services to students	1:29	1:25

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	544,100,521	138,537,161	25.462%	0.000%	25.462%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$662,904,431.00	$59,752,336.00			$722,656,767.00	$681,283,861.00	$41,372,906.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	High Quality Staffing	All	No				2024 - 2027	$474,315,885.00	$0.00	$474,315,885.00				$474,315,885.00
1	1.2	Additional teachers to lower class sizes K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$39,263,078.00	$2,500,000.00	$41,763,078.00				$41,763,078.00
1	1.3	High Quality Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$337,649.00	$2,088,000.00	$2,187,631.00	$238,018.00			$2,425,649.00
1	1.4	MTSS T1 & TII Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	2024 - 2027	$14,170,209.00	$60,000.00	$14,230,209.00				$14,230,209.00
1	1.5	Educational Technology support and resources to provide student access to the standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$4,362,025.00	$2,252,362.00	$6,614,387.00				$6,614,387.00
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,106,189.00	$3,310,354.00	$6,416,543.00				$6,416,543.00
1	1.7	Pathways to prepare students for post-secondary education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln, Raney, Corona Fundamental, All High Schools	2024 - 2027	$683,217.00	$346,000.00	$1,029,217.00				$1,029,217.00
1	1.8	Career Technical Education to offer a broad course of study and prepare student for	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Grades 7-12	2024 - 2027	$2,856,818.00	$1,714,992.00	$2,167,086.00	$2,404,724.00			$4,571,810.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		post-secondary education and the workforce				Low Income									
1	1.9	Opportunities for high school graduation credits for students in need of support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	2024 - 2027	$1,207,811.00	$2,312,541.00	$3,520,352.00				$3,520,352.00
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$21,074,458.00	$0.00	$21,074,458.00				$21,074,458.00
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$704,777.00	$300,000.00	$1,004,777.00				$1,004,777.00
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,412,367.00	$225,000.00	$3,637,367.00				$3,637,367.00
2	2.4	Comprehensive Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024 - 2027	$9,978,952.00	$0.00	$9,978,952.00				$9,978,952.00
2	2.5	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024 - 2027	$3,662,923.00	$135,000.00	$3,797,923.00				$3,797,923.00
2	2.6	Elementary Connection to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$2,351,216.00	$27,500.00	$2,378,716.00				$2,378,716.00
2	2.7	Secondary Connection to School (sense of belonging)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$404,506.00	$658,000.00	$938,559.00	$123,947.00			$1,062,506.00
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$782,843.00	$93,500.00	$876,343.00				$876,343.00
2	2.9	Communication and Engagement of the CNUSD community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,045,934.00	$33,363.00	$1,079,297.00				$1,079,297.00
2	2.10	Student Safety	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024 - 2027	$3,665,798.00	$3,897,756.00	$7,563,554.00				$7,563,554.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
3	3.1	Access to standards aligned Instructional materials - Core	All	No				2024 - 2027	$33,895,567.00	$3,580,272.00	$33,895,567.00	$3,580,272.00			$37,475,839.00
3	3.2	Equitable access to technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$0.00	$4,600,000.00	$4,600,000.00				$4,600,000.00
3	3.3	Support for site-based initiatives to ensure access for all.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$0.00	$2,400,379.00	$2,400,379.00				$2,400,379.00
3	3.4	Support for students with disabilities	Students with Disabilities	No				2024 - 2027	$51,479,106.00	$6,900,000.00	$7,300,000.00	$51,079,106.00			$58,379,106.00
3	3.5	Support for English Learners with disabilities	English Learners	Yes	Limited to Unduplicated Student Groups	English Learners	All Schools	2024 - 2027	$206,408.00	$0.00	$206,408.00				$206,408.00
3	3.6	Support to ensure a high-quality program for English Learners	English Learners	Yes	Limited to Unduplicated Student Groups	English Learners	All Schools	2024 - 2027	$5,162,001.00	$60,000.00	$5,222,001.00				$5,222,001.00
3	3.7	Support expansion of Dual Language Immersion in CNUSD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Home Gardens Academy, Garretson, Chavez Academy, Washington, Harada, Jefferson, VanderMolen Parks, Rondo, River Heights Int., Auburndale Int., Corona HS, Roosevelt HS	2024 - 2027	$1,156,164.00	$680,000.00	$1,836,164.00				$1,836,164.00
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2024 - 2027	$321,473.00	$20,000.00	$341,473.00				$341,473.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					Groups										
3	3.9	AVID programs to support the achievement of underrepresented students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Coronita, Foothill, Garretson, Highland, Home Gardens Academy, Jefferson, Norco El, Parkridge, Reagan, Stallings, VanderMolen Vicentia, Auburndale, Citrus Hills, Corona Fundamental, El Cerrito, Norco Int., Ramirez Int., Raney Int., River Heights., Centennial HS, Corona HS, JFK, Norco HS, Orange Grove HS, Lee V. Pollard HS, Roosevelt HS, Santiago HS TK-12	2024 - 2027	$91,091.00	$2,437,014.00	$2,528,105.00				$2,528,105.00
4	4.1	Highly Quality Professional Development	All	No				2024-2027	$0.00	$336,476.00		$336,476.00			$336,476.00
4	4.2	Supplemental Staffing	All	No				2024-2027	$480,350.00	$0.00		$480,350.00			$480,350.00
5	5.1	Supplemental Staffing	All	No				2024-2027	$315,203.00	$0.00		$315,203.00			$315,203.00
5	5.2	Highly Quality Professional Development	All	No				2024-2027	$0.00	$49,000.00		$49,000.00			$49,000.00
6	6.1	Highly Quality Professional Development	All	No				2024-2027	$0.00	$333,997.00		$333,997.00			$333,997.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	Supplemental Staffing	All	No				2024-2027	$789,843.00	$0.00		$789,843.00			$789,843.00
6	6.3	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	All	No				2024-2027	$0.00	$21,400.00		$21,400.00			$21,400.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
544,100,521	138,537,161	25.462%	0.000%	25.462%	$147,392,979.00	0.000%	27.089 %	**Total:**	$147,392,979.00
								LEA-wide Total:	$141,623,097.00
								Limited Total:	$5,769,882.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional teachers to lower class sizes K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,763,078.00	
1	1.3	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,187,631.00	
1	1.4	MTSS T1 & TII Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$14,230,209.00	
1	1.5	Educational Technology support and resources to provide student access to the standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,614,387.00	
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,416,543.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Pathways to prepare students for post-secondary education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln, Raney Intermediate, Coronal Fundamental, All High Schools	$1,029,217.00	
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	$2,167,086.00	
1	1.9	Opportunities for high school graduation credits for students in need of support	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	$3,520,352.00	
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,074,458.00	
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,004,777.00	
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,637,367.00	
2	2.4	Comprehensive Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,978,952.00	
2	2.5	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,797,923.00	
2	2.6	Elementary Connection to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,378,716.00	
2	2.7	Secondary Connection to School (sense of belonging)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$938,559.00	
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$876,343.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Communication and Engagement of the CNUSD community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,079,297.00	
2	2.10	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,563,554.00	
3	3.2	Equitable access to technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,600,000.00	
3	3.3	Support for site-based initiatives to ensure access for all.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,379.00	
3	3.5	Support for English Learners with disabilities	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$206,408.00	
3	3.6	Support to ensure a high-quality program for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,222,001.00	
3	3.7	Support expansion of Dual Language Immersion in CNUSD	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Home Gardens Academy, Garretson, Chavez Academy, Washington, Harada, Jefferson, VanderMolen, Parks, Rondo, River Heights Int., Auburndale Int., Corona HS, Roosevelt HS	$1,836,164.00	
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$341,473.00	
3	3.9	AVID programs to support the achievement of underrepresented students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Coronita, Foothill, Garretson, Highland, Home Gardens Academy,	$2,528,105.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Jefferson, Norco El, Parkridge, Reagan, Stallings, VanderMolen, Vicentia, Auburndale, Citrus Hills, Corona Fundamental, El Cerrito, Norco Int., Ramirez Int., Raney Int., River Heights., Centennial HS, Corona HS, JFK, Norco HS, Orange Grove HS, Lee V. Pollard HS, Roosevelt HS, Santiago HS TK-12		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$674,595,096.00	$821,275,554.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High quality staffing	No	$437,847,046.00	$531,412,628.00
1	1.2	Access to standards aligned instructional materials and facilities that are maintained in good repair	No	$35,704,944.00	$38,092,942.00
1	1.3	High quality professional learning will be made available to all certificated staff	Yes	$1,600,000.00	$3,676,184.00
1	1.4	High quality professional learning will be made available to all classified staff	Yes	$220,000.00	$270,000.00
1	1.5	High quality professional learning will be made available to all special education staff	No	$70,833.00	$70,833.00
1	1.6	Instructional support and coaching	Yes	$260,608.00	$260,608.00
1	1.7	Intervention support and instructional coaching	Yes	$9,661,336.00	$11,726,697.00
1	1.8	Data analysis	Yes	$420,869.00	$564,908.00
1	1.9	Educational technology hardware and software will be provided to all sites and supported through professional development and staff	Yes	$2,666,063.00	$4,314,101.00
1	1.10	Site educational technology support	Yes	$30,000.00	$30,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Access to instructional software and support	Yes	$1,634,926.00	$2,283,971.00
1	1.12	Learning Management System	Yes	$293,000.00	$387,876.00
1	1.13	Access to technology	Yes	$4,687,103.00	$16,807,022.00
1	1.14	Assessment support	Yes	$229,513.00	$229,513.00
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Yes	$974,724.00	$1,231,319.00
1	1.16	Summer and after school support for at-risk students: Unduplicated and credit deficient	Yes	$30,240,810.00	$30,240,810.00
1	1.17	NGSS science support	Yes	$90,000.00	$90,000.00
1	1.18	Community engagement - Communications	Yes	$1,043,097.00	$1,341,597.00
1	1.19	Comprehensive Visual and Performing Arts program for Elementary Schools.	Yes	$2,009,430.00	$2,562,097.00
1	1.20	Provide additional support to foster youth TK-12	Yes	$20,000.00	$20,000.00
1	1.21	Funding for at-risk students, EL (including RFEP), SED and Foster Youth.	Yes	$2,400,379.00	$5,169,164.00
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio- economically disadvantaged and foster youth	Yes	$1,242,363.00	$6,306,514.00
1	1.23	Additional staffing to reduce class sizes K-12.	Yes	$33,942,903.00	$34,522,903.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Additional staffing at the high school level to support unduplicated students	Yes	$2,151,759.00	$2,151,759.00
1	1.25	Dual Immersion teachers	Yes	$1,583,521.00	$1,583,521.00
1	1.26	Assessment and intervention supports will be provided in ELA and Math	Yes	$856,820.00	$1,013,640.00
1	1.27	Mathematics support	Yes	$1,710,000.00	$3,433,646.00
1	1.28	Literacy support	Yes	$618,711.00	$2,934,961.00
1	1.29	Supplemental materials to support at-risk or unduplicated students	Yes	$100,000.00	$5,556,323.00
1	1.30	Action intentionally left blank			
1	1.31	AVID program K-12	Yes	$2,528,105.00	$3,891,605.00
1	1.32	Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations	Yes	$262,528.00	$262,528.00
1	1.33	Support for English learners and other at-risk or unduplicated Students	Yes	$653,591.00	$1,203,591.00
1	1.34	Support for students with disabilities	No	$1,740,160.00	$1,740,160.00
1	1.35	Additional support for unduplicated students with disabilities	No	$37,550,793.00	$38,450,793.00
1	1.36	Primary language support	Yes	$3,888,122.00	$3,888,122.00
1	1.37	Action intentionally left blank			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.38	Credit recovery	Yes	$478,876.00	$478,876.00
1	1.39	Adult Education - Concurrent enrollment	Yes	$159,645.00	$159,645.00
1	1.40	Assistant Principals	Yes	$18,762,842.00	$19,009,468.00
1	1.41	Early literacy classroom support	Yes	$2,445,208.00	$2,445,208.00
2	2.1	CTE data development and tracking	Yes	$15,000.00	$58,055.00
2	2.2	CTE professional development	No	$307,011.00	$307,011.00
2	2.3	CTE pathway development, expansion and maintenance	Yes	$2,450,457.00	$2,450,457.00
2	2.4	CTE student leadership development (CTSO)	Yes	$372,492.00	$572,492.00
2	2.5	Action intentionally left blank			
2	2.6	CTE student post-secondary attainment	Yes	$20,000.00	$20,000.00
2	2.7	CTE high quality staff	Yes	$2,193,455.00	$4,002,392.00
2	2.8	AP/IB supports for at-risk and unduplicated Students	Yes	$875,628.00	$1,329,783.00
2	2.9	Provide additional programs for school connectedness and student well being for unduplicated students	Yes	$40,000.00	$240,000.00
2	2.10	Dual enrollment	Yes	$40,000.00	$40,000.00
2	2.11	Career counseling	Yes	$268,358.00	$278,656.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Parchment	Yes	$50,000.00	$54,620.00
3	3.1	SART and SARB	Yes	$10,000.00	$310,000.00
3	3.2	Social Emotional Learning & Character Education	Yes	$50,000.00	$1,040,080.00
3	3.3	Intentionally left blank			
3	3.4	Intentionally left blank			
3	3.5	Multi-Tiered System of Supports	Yes	$3,382,306.00	$3,991,806.00
3	3.6	Academic Saturday School	Yes	$300,000.00	$300,000.00
3	3.7	Intervention Counselors	Yes	$1,234,452.00	$1,389,412.00
3	3.8	Intentionally left blank			
3	3.9	Intentionally left blank			
3	3.10	Intentionally left blank			
3	3.11	Intentionally left blank			
3	3.12	School Resource Officers	No	$1,629,680.00	$2,129,680.00
3	3.13	EL Tier 3 Continuation Counselor	Yes	$237,966.00	$417,966.00
3	3.14	Counseling	Yes	$5,345,190.00	$6,001,897.00
3	3.15	Foster & Homeless Support	Yes	$320,247.00	$320,247.00
3	3.16	Tier 3 Wrap Around Services	Yes	$280,000.00	$518,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.17	School Nurses	Yes	$2,540,047.00	$2,850,047.00
3	3.18	STEPS Aides	Yes	$673,904.00	$972,343.00
3	3.19	UNITY	No	$171,156.00	$171,156.00
3	3.20	Tier 3 Mental Health Supports	Yes	$3,872,835.00	$3,872,835.00
3	3.21	Tier 2 Interventions and Mentorship	No	$0	$30,000.00
3	3.22	Increase Family, Community, and School Partnerships	Yes	$764,085.00	$1,190,993.00
3	3.23	Family Engagement Programs	Yes	$83,500.00	$590,500.00
3	3.24	Intentionally left blank			
3	3.25	Intentionally left blank			
3	3.26	Intentionally left blank			
3	3.27	Intentionally left blank			
3	3.28	Intentionally left blank			
3	3.29	Athletics	Yes	$587,699.00	$1,634,765.00
3	3.30	Social Workers	Yes	$519,000.00	$519,000.00
3	3.31	Security Guards - Elementary & intermediate	No	$3,180,000.00	$3,855,828.00

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
128,574,461	$125,352,668.00	$173,973,718.00	($48,621,050.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High quality professional learning will be made available to all certificated staff	Yes	$1,600,000.00	$3,676,184.00		
1	1.4	High quality professional learning will be made available to all classified staff	Yes	$220,000.00	$270,000.00		
1	1.6	Instructional support and coaching	Yes	$260,608.00	$260,608.00		
1	1.7	Intervention support and instructional coaching	Yes	$9,661,336.00	$11,726,697.00		
1	1.8	Data analysis	Yes	$420,869.00	$564,908.00		
1	1.9	Educational technology hardware and software will be provided to all sites and supported through professional development and staff	Yes	$2,666,063.00	$4,314,101.00		
1	1.10	Site educational technology support	Yes	$30,000.00	$30,000.00		
1	1.11	Access to instructional software and support	Yes	$1,634,926.00	$2,283,971.00		
1	1.12	Learning Management System	Yes	$293,000.00	$387,876.00		
1	1.13	Access to technology	Yes	$4,687,103.00	$16,807,022.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Assessment support	Yes	$229,513.00	$229,513.00		
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Yes	$974,724.00	$1,231,319.00		
1	1.16	Summer and after school support for at-risk students: Unduplicated and credit deficient	Yes	$2,413,553.00	$2,413,553.00		
1	1.17	NGSS science support	Yes	$90,000.00	$90,000.00		
1	1.18	Community engagement - Communications	Yes	$1,043,097.00	$1,341,597.00		
1	1.19	Comprehensive Visual and Performing Arts program for Elementary Schools.	Yes	$2,009,430.00	$2,562,097.00		
1	1.20	Provide additional support to foster youth TK-12	Yes	$20,000.00	$20,000.00		
1	1.21	Funding for at-risk students, EL (including RFEP), SED and Foster Youth.	Yes	$2,400,379.00	$5,169,164.00		
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio-economically disadvantaged and foster youth	Yes	$1,242,363.00	$6,306,514.00		
1	1.23	Additional staffing to reduce class sizes K-12.	Yes	$33,942,903.00	$34,522,903.00		
1	1.24	Additional staffing at the high school level to support unduplicated students	Yes	$2,151,759.00	$2,151,759.00		
1	1.25	Dual Immersion teachers	Yes	$1,583,521.00	$1,583,521.00		
1	1.26	Assessment and intervention supports will be provided in ELA and Math	Yes	$856,820.00	$1,013,640.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.27	Mathematics support	Yes	$1,710,000.00	$3,433,646.00		
1	1.28	Literacy support	Yes	$618,711.00	$2,934,961.00		
1	1.29	Supplemental materials to support at-risk or unduplicated students	Yes	$100,000.00	$5,556,323.00		
1	1.31	AVID program K-12	Yes	$2,528,105.00	$3,891,605.00		
1	1.32	Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations	Yes	$262,528.00	$262,528.00		
1	1.33	Support for English learners and other at-risk or unduplicated Students	Yes	$653,591.00	$1,203,591.00		
1	1.36	Primary language support	Yes	$3,888,122.00	$3,888,122.00		
1	1.38	Credit recovery	Yes	$478,876.00	$478,876.00		
1	1.39	Adult Education - Concurrent enrollment	Yes	$159,645.00	$159,645.00		
1	1.40	Assistant Principals	Yes	$18,762,842.00	$19,009,468.00		
1	1.41	Early literacy classroom support	Yes	$2,445,208.00	$2,445,208.00		
2	2.1	CTE data development and tracking	Yes	$15,000.00	$58,055.00		
2	2.3	CTE pathway development, expansion and maintenance	Yes	$30,000.00	$30,000.00		
2	2.4	CTE student leadership development (CTSO)	Yes	$25,000.00	$225,000.00		
2	2.6	CTE student post-secondary attainment	Yes	$20,000.00	$20,000.00		
2	2.7	CTE high quality staff	Yes	$1,747,856.00	$3,556,793.00		
2	2.8	AP/IB supports for at-risk and unduplicated Students	Yes	$875,628.00	$1,329,783.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Provide additional programs for school connectedness and student well being for unduplicated students	Yes	$40,000.00	$240,000.00		
2	2.10	Dual enrollment	Yes	$40,000.00	$40,000.00		
2	2.11	Career counseling	Yes	$268,358.00	$278,656.00		
2	2.12	Parchment	Yes	$50,000.00	$54,620.00		
3	3.1	SART and SARB	Yes	$10,000.00	$310,000.00		
3	3.2	Social Emotional Learning & Character Education	Yes	$50,000.00	$1,040,080.00		
3	3.5	Multi-Tiered System of Supports	Yes	$3,382,306.00	$3,991,806.00		
3	3.6	Academic Saturday School	Yes	$300,000.00	$300,000.00		
3	3.7	Intervention Counselors	Yes	$1,234,452.00	$1,389,412.00		
3	3.13	EL Tier 3 Continuation Counselor	Yes	$237,966.00	$417,966.00		
3	3.14	Counseling	Yes	$5,345,190.00	$6,001,897.00		
3	3.15	Foster & Homeless Support	Yes	$320,247.00	$320,247.00		
3	3.16	Tier 3 Wrap Around Services	Yes	$280,000.00	$518,000.00		
3	3.17	School Nurses	Yes	$2,540,047.00	$2,850,047.00		
3	3.18	STEPS Aides	Yes	$673,904.00	$972,343.00		
3	3.20	Tier 3 Mental Health Supports	Yes	$3,872,835.00	$3,872,835.00		
3	3.22	Increase Family, Community, and School Partnerships	Yes	$764,085.00	$1,190,993.00		
3	3.23	Family Engagement Programs	Yes	$83,500.00	$590,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.29	Athletics	Yes	$587,699.00	$1,634,765.00		
3	3.30	Social Workers	Yes	$519,000.00	$519,000.00		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
549,402,275	128,574,461	0	23.403%	$173,973,718.00	0.000%	31.666%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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