

§ 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Corona-Norco Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Michael Lin, mclin@cnusd.k12.ca.us, (951)736-5010 **LCAP Year:** 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Inform/Listen</p> <p>A thirty-six (36) member LCAP Steering Committee was formed that included representatives from the following stakeholder groups: community members; parents representing the following subgroups: foster youth, English learners, low-income students, students with disabilities, and gifted students; CNTA leadership and teacher representatives; CSEA leadership and classified representatives; site administrators; and district office administrators representing all district divisions. The committee met from 8:30 am to 3:00 pm on the following dates: 12/11/13, 01/17/14, 01/30/14, 02/13/14, 02/28/14 and 03/14/14. At the December “information loading” meeting the committee was presented an overview of the Local Control Funding Formula, overview of the LCAP, the eight state priorities, the CNUSD Strategic Plan and the role of the committee. At subsequent meetings the committee reviewed and analyzed the following data sets leading to the identification of the district’s LCAP priority areas: College and Career Readiness indicators, disaggregated attendance data, disaggregated suspension data, disaggregated expulsion data, graduation rates, dropout rates, enrollment in academically challenging high school courses broken down by subgroups, A-G Course requirements, CNUSD Safety Plan, Free/Reduced lunch guidelines and statistics, disaggregated 2013 state assessment results on the STAR and CAHSEE, 2013 state and federal accountability measures, Title III accountability, California Healthy</p>	<p>The LCAP Steering Committee came up with the following areas of need through their information loading, data engagement, and prioritization process: All students will be proficient in reading and mathematics by the end of third grade through targeted prevention and intervention programs; establishment of a parent center with satellite facilities to provide access to parent involvement activities and information in a consistent manner; expand counseling services in all grade levels to support the social and emotional well-being through the expansion of the current counseling staff and provide additional training for current counseling staff; establishment of a districtwide social-emotional development program which would be facilitated by district counseling staff and supported by teachers; access to and knowledge of Career Technical Education (CTE) courses currently offered in CNUSD; addition of new career technical course pathways; equity and accessibility to technology at all school sites; reduce student absentee rates TK-grade 12; implementation of the Common Core State Standards through targeted professional development, instructional coaches and acquisition of needed instructional materials.</p>

Involvement Process	Impact on LCAP
<p>Kids Survey results broken down by elementary/intermediate/middle school/high school, Education of Foster Youth, overview of services for students with disabilities, Williams Act/Basic Services, Parent Involvement, CNUSD District Budget overview, Readistep/PSAT/SAT district results, an overview of Career Technical Education, and adult education services. Following data review, the committee worked turned to identifying areas of strength and areas of needed focus. The LCAP Steering Committee previewed a LCFF/LCAP informational video and a community and educator survey during their February 13, 2014 meeting. Both the video and community survey were developed in English and Spanish. The results of the surveys were presented to the LCAP Steering Committee at their March 14, 2014 meeting.</p> <p>The LCFF/ LCAP Informational Video and Survey was sent out to parents and school site staff on Friday, February 21, 2014 via email, text message, and Message Broadcast sources. Both items were also posted on the opening page of the District website. On Tuesday, March 4, 2014 a reminder message was sent out thanking those that had taken the survey and reminding others that the survey would close on March 12, 2014. We hosted informational LCAP Parent meetings at all forty-nine (49) school sites beginning on February 21, 2014 and ending on March 12, 2014. Principals were provided with an LCFF/LCAP PowerPoint to guide their parent presentation. They showed the LCFF/LCAP informational video and offered parents in attendance the opportunity to take the survey in their computer lab. Principals also shared both the video and the survey with their faculty and staff.</p> <p>The Superintendent’s Teacher Advisory Council is made up of teacher leaders from forty-nine (49) school sites. At their January and February 2014 monthly meetings they were provided with information on the LCAP structure, process, timeline, and deadlines. At the March meeting the teachers were given a listing of the areas of need identified by the LCAP Steering Committee and they were given the opportunity to prioritize areas from their perspectives as site teachers. Their work was shared with the LCAP Writing Team. In the April meeting, the Teacher Advisory Council were presented with the draft goals and objectives. Feedback was gathered from this group and shared with the LCAP writing team.</p> <p>CNUSD students took part in the electronic survey process as part of the district community. In addition, face-to-face meetings were used to elicit student feedback. Our district held Student Forums at two (2) of our high schools. One forum took place on March 10, 2014 at Santiago High School. Approximately 20 students in grades 9-12 attended the first forum. The students were a representative sample of the Santiago High School student body and included students that were active in a variety of athletics and activities as well as students not involved in sports or activities. The second forum took place at Corona High School on March 11, 2014. Twenty (20) students representing all eight (8) district high schools participated in the second forum.</p> <p>The LCAP draft was presented to the District English Language Advisory Committee on May 2, 2014. This Committee discussed the Actions and Services related to the District Goals. Several members of the DELAC were part of the LCAP Steering Committee who presented regarding the work of the LCAP Steering Committee and answered questions regarding the process. Feedback was gathered from the Committee during the meeting. Comment and question cards were collected during the meeting. Answers to the comments and questions were mailed to the DELAC members on May 16, 2014.</p> <p>The LCAP draft was presented to the District Advisory Committee on May 21, 2014. Discussions during this meeting centered on the writing process and how the actions and services indicated an increase in services for low income, English learners and foster youth. Several members who were part of the LCAP Steering Committee discussed the information gathered at the meetings regarding the group’s priorities for the district. Feedback was gathered and the responses to the comments and questions were mailed to the committee on June 6, 2014.</p>	<p>A total of 3,037 stakeholders took the LCAP survey (1,740 parents, 178 students, 154 staff, 528 teachers, 73 administrators, 364 community members). The results were posted on the CNUSD website. The following are the top eight (8) statements that received an important/very important rating: safe school and classroom environment; increased school achievement; highly-qualified teachers assigned to appropriate classrooms; schools to contact parents in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and missed attendance; high school graduation rates; parent access to student grades, attendance and citizenship; and student access to advanced placement tests.</p> <p>The following are the five (6) priority areas established by the Superintendent’s Teacher Advisory Council: establishment of a parent center with satellite facilities to provide access to parent involvement activities and information in a consistent manner; expand counseling services in all grade levels to support the social and emotional well-being through the expansion of the current counseling staff and provide additional training for current counseling staff; establishment of a districtwide social-emotional development program which would be facilitated by district counseling staff and supported by teachers; access to and knowledge of Career Technical Education (CTE) courses currently offered in CNUSD; equity and accessibility to technology at all school sites; and reduce student absentee rates TK-grade 12. In the April meeting, suggestions were made regarding the goals and objectives for the CTE focus. Adjustments were made based on these suggestions.</p> <p>The input from the Student Forums was shared with the LCAP Steering Committee. Their top recommendations were: additional training for teachers on strategies to engage students, better technology for teachers, more programs like Puente, AVID and IB, a stricter anti-bullying system, smaller class sizes, and more assistance for struggling students.</p> <p>Important to the DELAC were the following priority areas: Formation of a parent center to include bilingual personnel; expansion of services to support the emotional well-being of students, support services for English learner students, accessibility to technology and access to expanded CTE courses. The committee recommended the inclusion of the expansion of CTE Articulation Agreements which was added to the Actions and Services for the CTE goal.</p> <p>Members of the DAC commented regarding the nature and the increase of services for low income, English learners and foster youth. They identified the expansion of counseling services and employment of Social Workers to provide services.</p>

Involvement Process	Impact on LCAP
<p><u>Draft/Refine</u> During this phase the LCAP Writing Committee reviewed the goals and strategies developed by the LCAP Steering Committee, aligned those goals with the current Strategic Plan and budget, and identified which goals and strategies to include in the LCAP. The following illustrates the process used to synthesize the information into the three LCAP broad headings: Conditions of Learning; Pupil Outcomes and Engagement.</p> <p><u>Conditions of Learning:</u></p> <ul style="list-style-type: none"> • Basic Services <ul style="list-style-type: none"> ○ Appropriate teacher assignment ○ Sufficient instructional materials ○ Facilities in good repair • Implementation of Common Core State Standards for all students including EL • Course Access <ul style="list-style-type: none"> ○ Extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas <p><u>Pupil Outcomes:</u></p> <ul style="list-style-type: none"> • Pupil Achievement <ul style="list-style-type: none"> ○ Performance on standardized tests ○ Score on API ○ College readiness (A-G, CTE, Clusters of courses, SAT/ACT, etc.) ○ EL reclassification rate ○ Share of students that pass advanced placement exams with 3 or higher • Other Pupil Outcomes <ul style="list-style-type: none"> ○ Other indicators of student performance in required areas of study; may include performance on other exams <p><u>Engagement:</u></p> <ul style="list-style-type: none"> • Parent Involvement <ul style="list-style-type: none"> ○ Efforts to seek parent input ○ Promotion of parental participation • School Climate <ul style="list-style-type: none"> ○ Pupil suspension rates ○ Pupil expulsion rates ○ Other safety measures ○ Locally developed surveys by students, parents, teachers • Student Engagement <ul style="list-style-type: none"> ○ Attendance rates ○ Chronic absenteeism rates ○ Dropout rates: middle school ○ Dropout rates: high school ○ High school graduation rates <p>A PowerPoint presentation was created to illustrate the process that was taken to develop the LCAP Draft Goals and Strategies. (The PowerPoint is attached in the appendix.) The LCAP Steering Committee met on April 21, 2014 and was presented an overview of the process and a copy of the LCAP Draft Goals and Strategies. District Cabinet held a retreat on April 22, 2014 to discuss the process and the LCAP Draft Goals and Strategies. The PowerPoint and LCAP Draft Goals and Strategies were also presented to the following: Teacher Advisory Committee on April 28, 2014; District English Learner Advisory Committee on May 2, 2014; District Advisory Committee on May 21, 2014. Comment cards were provided to give staff, parents and community an opportunity to provide feedback. District staff took notes on the oral comments received. The oral and written comments were considered and the LCAP was aligned to reflect relevant feedback.</p>	<p>An Executive Summary of the LCAP process, goals and strategies was developed. The document was distributed to school site and district offices and posted on the CNUSD Website in both English and Spanish.</p>

Involvement Process	Impact on LCAP
<p>The Superintendent and Assistant Superintendent of Educational Services of Corona-Norco Unified School District shared the Draft LCAP during the Board Study Session on May 20, 2014. During the Board Study Session a Public Hearing was held on the Draft LCAP and following the hearing session a district presentation of the LCAP took place. The Draft LCAP was posted on the CNUSD website on May 22, 2014 and a message broadcast consisting of a text message, email and phone message was sent to district staff and parents to inform them of the posting of the document and to give them an opportunity to submit their comments via an electronic comment form. Stakeholders were informed that the comment period would open on May 22, 2014 and close on May 30, 2014.</p> <p>The final LCAP and district budget were adopted in a regular board meeting on June 17, 2014.</p>	<p>The final stage of our community engagement served to refine our LCAP that was heavily influenced by community feedback throughout the process.</p>

Section 2: Goals and Progress Indicators

While Corona-Norco Unified School District has identified multiple measures to gauge growth on each of the goals, the district will continue to monitor all state metrics.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>CNUSD Student Achievement Data demonstrates the need to continue the process of increasing Academic Achievement to prepare students for College and Career.</p> <p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline-</i> 2014/15 results</p> <p>Cohort Graduation Rate <i>Baseline-</i></p> <ul style="list-style-type: none"> Overall - 91% English Learners - 74.2% Low Income students – 86.4% <p>Cohort Dropout Rate <i>Baseline-</i></p> <ul style="list-style-type: none"> Overall – 5.1% English Learners – 17.4% Low Income students – 7.5% 	<p>Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards.</p>	<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD)</p>	<p>LEA and School Wide</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline Year</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Professional development, modeling and coaching will support quality instruction.</p> <p>Collaborative data analysis processes will be augmented through the piloting of CCSS based district benchmark assessments.</p> <p>Calibration and</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Based on Baseline</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Professional development, modeling and coaching will support quality instruction.</p> <p>Collaborative data analysis processes will be augmented through the piloting of CCSS based district benchmark assessments.</p> <p>Calibration and</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Based on Baseline</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Professional development, modeling and coaching will support quality instruction.</p> <p>Collaborative data analysis processes will be augmented through the piloting of CCSS based district benchmark assessments.</p> <p>Calibration and scoring</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Student Achievement Other Student Outcomes <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 1: Student Achievement</p> <p>GOAL 5: Promote and Support Innovative Practices</p> <p>GOAL 6: Fiscal Responsibilities and Resources Alignment</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>scoring will be used as a Professional Development opportunity to analyze data and instruction.</p> <p>Intervention models will be explored and piloted.</p> <p>Support will be provided for beginning teachers and for the data analysis process.</p> <p>Summer school will continue to support students to graduate high school who are credit deficient.</p> <p>Williams Requirements will be met for textbooks.</p> <p>Facilities will be kept in good working order to support the educational process.</p> <p>Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.</p>	<p>scoring will be used as a Professional Development opportunity to analyze data and instruction.</p> <p>Intervention models will be expanded.</p> <p>Support will be provided for beginning teachers and for the data analysis process.</p> <p>Summer school will continue to support students to graduate high school who are credit deficient.</p> <p>Williams Requirements will be met for textbooks.</p> <p>Facilities will be kept in good working order to support the educational process.</p> <p>Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.</p>	<p>will be used as a Professional Development opportunity to analyze data and instruction.</p> <p>Intervention models will continue to be expanded.</p> <p>Support will be provided for beginning teachers and for the data analysis process.</p> <p>Summer school will continue to support students to graduate high school who are credit deficient.</p> <p>Williams Requirements will be met for textbooks.</p> <p>Facilities will be kept in good working order to support the educational process.</p> <p>Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline-</i> 2014/15 results</p> <p>Cohort Graduation Rate <i>Baseline-</i></p> <ul style="list-style-type: none"> • Overall – 91% • English Learners – 74.2% • Low Income students – 86.4% <p>Cohort Dropout Rate <i>Baseline-</i></p> <ul style="list-style-type: none"> • Overall – 5.1% • English Learners – 17.4% • Low Income students – 7.5% 	<p>Goal 2: Close the identified Achievement Gap by providing targeted, additional support to meet the needs of students who are not meeting standards in the core instructional program.</p>	<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD)</p>	<p>LEA and School Wide</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline Year</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Additional support will be provided to English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups through specific programs.</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline Year</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Additional support will be provided to EL students, SED students, Foster Youth, and other significant subgroups through specific programs.</p>	<p>Metric: State Assessment Results to measure implementation of Common Core State Standards and student achievement <i>Baseline Year</i></p> <p>Cohort Graduation Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal Cohort Dropout Rate -Overall: Meet or exceed state goal -EL: Meet or exceed state goal -Low Income: Meet or exceed state goal</p> <p>Additional support will be provided to EL students, SED students, Foster Youth and other significant subgroups through specific programs.</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 1: Student Achievement</p> <p>GOAL 5: Promote and Support Innovative Practices</p> <p>GOAL 6: Fiscal Responsibilities and Resources Alignment</p>	

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					<p>AVID program will be enlarged at Intermediate Schools and High Schools. Intervention programs will be investigated and piloted.</p> <p>PD for CCSS based ELD standards will be provided.</p> <p>Walk through protocols will be maintained and augmented with 6 schools being trained and supported in Instructional Rounds.</p> <p>Additional funding will be provided for schools to meet the needs of their English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	<p>AVID will continue to be built out to support Elementary Schools. Intervention programs will be augmented.</p> <p>PD for CCSS based ELD standards will be continued with emphasis on how to incorporate these standards in the ELA core area.</p> <p>Walk through protocols will be maintained and augmented with additional schools added to the trained group.</p> <p>Additional funding will be provided for schools to meet the needs of their At-Risk students.</p>	<p>AVID will continue to be built out to support Elementary Schools. Intervention programs will be augmented.</p> <p>PD for CCSS based ELD standards will continue with incorporation into the core areas of Social Studies, Science and Math.</p> <p>Walk through protocols will be maintained and augmented with additional schools added to the trained group.</p> <p>Additional funding will be provided for schools to meet the needs of their At-Risk students.</p>	

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					<p>Classroom numbers will continue to be kept at a lower number at our schools with the highest number of English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> <p>PSAT and SAT assessments will be funded to support focus on college readiness.</p> <p>Additional programs will be explored to support closing the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	<p>Classroom numbers will continue to be kept at a lower number at our schools with the highest number of English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> <p>PSAT and SAT assessments will be funded to support focus on college readiness.</p> <p>Additional programs will be explored to support closing the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	<p>Classroom numbers will continue to be kept at a lower number at our schools with the highest number of English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> <p>PSAT and SAT assessments will be funded to support focus on college readiness.</p> <p>Additional programs will be explored to support closing the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	

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<p>CNUSD has a strong culture of providing multiple pathways for the students we serve as evidenced by course offerings in 10 of 15 Industry Sectors at our high schools. Data indicates the need to increase the numbers of students enrolled in CTE capstone courses and to increase the amount of CTE courses and pathways offered for students. Student outcomes will include increased levels of certification, licensing, or entry into the workforce.</p> <p>Metric Technical Skills Attainment Measure Baseline – 92.89%</p> <p>District-Wide Program Completer Measure Baseline Year 14/15</p>	<p>Goal 3: Increase the number of students who complete CTE capstone classes.</p>	<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students</p>	<p>LEA and School Wide</p>	<p>Metric: Technical Skills Attainment Measure Meet or exceed state goals</p> <p>District-Wide Program Completer Measure Baseline Year</p> <p>Career Technical Education (CTE) instructors will focus on Common Core Literacy. As a result, students will develop CCSS Literacy capacities in a variety of content areas.</p> <p>Additional programs such as ccSpark! will be piloted to support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p>	<p>Metric: Technical Skills Attainment Measure Meet or exceed state goal</p> <p>District-Wide Program Completer Measure Based on baseline</p> <p>Continued Professional Development on Common Core Literacy will strengthen CCSS Literacy Capacities of students in support of the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.</p> <p>All upper elementary students will begin career exploration through ccSpark! Early indication of career interests will enhance student understanding of the relevance of courses in intermediate and high school.</p>	<p>Metric: Technical Skills Attainment Measure Meet or exceed state goal</p> <p>District-Wide Program Completer Measure Based on baseline</p> <p>The focus with students on developing CCSS Literacy Capacities and identified CTE Pathways will support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroup.</p> <p>Students will set personal goals to map out a Career Technical Education (CTE) Pathway of Interest and transition successfully to concentrator courses and capstone courses.</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> • Implementation of CCSS • Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	

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<p><u>Metric</u> District Participation Rate in CTE courses Baseline Year 14/15 or District Course Taking Rate Baseline Year 14/15</p>	<p>Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth, strong employment opportunity.</p>	All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students	LEA and School Wide	<p><u>Metric:</u> District Participation Rate in CTE courses Baseline Year Or District Course Taking Rate Baseline Year</p> <p>A cohort of 9th grade students will begin Project Lead The Way (PLTW), a Pre-Engineering program, at Corona High School. This is a new high yield, high wage and high growth CTE pathway offering in CNUSD.</p> <p>Staff to monitor and oversee CTE Programs will research trends of student participation in existing CNUSD CTE programs and forecast additional pathways to implement in CNUSD. Students will benefit from refined clarification of CNUSD Pathways.</p>	<p><u>Metric:</u> District Participation Rate in CTE courses Based on baseline Or District Course Taking Rate Based on baseline</p> <p>Project Lead the Way at Corona High School will expand to include 9th and 10 grade students.</p> <p>Staff to monitor and oversee CTE Programs will implement 'best practices' gleaned from visits to exemplary CTE programs and insights from Industrial Councils. Students will benefit from enhancement of existing CTE programs and opportunities to participate in newly established CNUSD CTE Pathways.</p>	<p><u>Metric:</u> District Participation Rate in CTE courses Based on baseline Or District Course Taking Rate Based on baseline</p> <p>Project Lead the Way at Corona High School will expand to include 9th, 10th, and 11th grade students.</p> <p>Staff to monitor and oversee CTE Programs will continue to implement 'best practices' gleaned from exemplary CTE programs and insights from Industrial Councils. Students will continue to benefit from ongoing refinement of existing CTE programs and newly established CNUSD CTE Pathways that address identified employment needs in various industry sectors.</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> • Implementation of CCSS • Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	

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					Three new CTE Advisory Councils paired with staff development on interdisciplinary literacy instruction will enhance student mastery of the skills and competencies needed to succeed in various industries. Further, the connection to Industrial Councils and Project Based Learning (PBL) Initiatives will support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.	The establishment of an additional three CTE Advisory Councils and connection with Industrial Councils will inform CTE programs about the specific skills and competencies needed for students to succeed in various industries. Students will become industry ready. In addition, these efforts will support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.	Once again, CNUSD will establish an additional three CTE Advisory Councils and seek to collaborate with Industrial Councils, Sector Navigators and industry experts. These efforts paired with Project Based Learning experiences will position CNUSD CTE programs to increasingly prepare students with the specific skills and competencies needed to be industry ready. In addition, these efforts will support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Student completion of concentrator and capstone courses will support the closing of the achievement gap for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.	

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<p>Data indicates that there is a direct, negative correlation between academic achievement, engagement, and chronic absenteeism.</p> <p>Metric: Chronic Absentee rates in CNUSD are at 8.6%.</p> <p>Suspension rate is 4.2%.</p> <p>Expulsion rate is 0.24%.</p>	<p>Goal 5: Implement measures at all schools to foster positive school environments and support students.</p>	<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students</p>	<p>LEA and School wide</p>	<p>Metric: Chronic Absentee rate – Maintain or reduce Chronic Absentee rate.</p> <p>Suspension rate – Maintain or reduce current suspension rate.</p> <p>Expulsion rate – Maintain or reduce current expulsion rate.</p> <p>In order to ensure all schools meet the social, emotional, physical and intellectual needs of our students, schools will pilot a systematic TK-12 Character Education Program.</p> <p>Schools will utilize the new SART/SARB protocol to reduce chronic absenteeism.</p>	<p>Metric: Chronic Absentee rate - Maintain or reduce Chronic Absentee rate.</p> <p>Suspension rate – Maintain or reduce current suspension rate.</p> <p>Expulsion rate – Maintain or reduce current expulsion rate.</p> <p>In order to ensure all schools meet the social, emotional, physical and intellectual needs of our students, schools will implement an approved systematic TK-12 Character Education Program. Schools will increase home visits to address chronic absenteeism.</p> <p>SART/SARB protocols will be implemented.</p>	<p>Metric: Chronic Absentee rate - Maintain or reduce Chronic Absentee rate.</p> <p>Suspension rate – Maintain or reduce current suspension rate.</p> <p>Expulsion rate – Maintain or reduce current expulsion rate.</p> <p>In order to ensure all schools meet the social, emotional, physical and intellectual needs of our students, schools will implement an approved systematic TK-12 Character Education Program. Schools will increase home visits to address chronic absenteeism.</p> <p>SART/SARB protocols will be implemented.</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> School Climate Student Engagement <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 2: Safety and Wellness</p> <p>GOAL 3: Strengthening Relationships</p>	

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					<p>Other means of correction programs such as Positive Behavior Intervention Systems (PBIS), and Pupil Intervention Programs (PIP) programs will be explored and piloted for selected schools to meet the needs of their at-risk students.</p> <p>Develop a plan to increase counselors to strengthen social/emotional skills, address chronic behavior and/or absenteeism, and provide academic support for students.</p>	<p>Positive Behavior Intervention System Programs such as PBIS, will be implemented.</p> <p>The greatest at-risk elementary and intermediate schools will receive additional counseling support.</p>	<p>Positive Behavior Intervention System Programs such as PBIS, will be implemented.</p> <p>Additional schools will hire counselors to support student emotional and social health.</p>	

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					High schools will be provided ongoing Safety and Violence Prevention Counselors. We will continue to provide School Resource Officers (SRO) at each comprehensive high school. A plan will be developed to support English learner, low income and foster youth students through the support of contracted social workers. This plan will include how wrap around services will support neediest students.	High schools will be provided ongoing Safety and Violence Prevention Counselors. We will continue to provide School Resource Officers (SRO) at each comprehensive high school. Contracted social workers to provide support for English learner, low income and foster youth. Support will include how wrap around services will support neediest students.	High schools will be provided ongoing Safety and Violence Prevention Counselors. We will continue to provide School Resource Officers (SRO) at each comprehensive high school. Additional contracted social workers will provide support for English learner, low income and foster youth. Support will include how wrap around services will support neediest students.	

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<p>Parent surveys and parent involved committees indicate a need to increase communication and strengthen partnerships between the school and families. From our LCAP Community survey, 76% of our respondents report that Parent communication is important.</p> <p>Metrics: Parent/Student Satisfaction and School Climate Surveys and gather input to support district decisions Baseline year 14/15</p> <p>Number of parents participating in parent/community partnership activities Baseline year 14/15</p>	<p>Goal 6: Establish home-school partnerships which build solid relationships between school and family.</p>	<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students</p>	<p>LEA and School wide</p>	<p>Metrics: Parent/Student Satisfaction and School Climate Surveys and gather input to support district decisions. Baseline Year</p> <p>Number of parents participating in parent/community partnership activities Baseline Year</p> <p>Additional support will be provided for parents of English learner students, Low Income (LI), Foster Youth and other significant subgroups through specific programs.</p> <p>Research will be done regarding exemplar Parent Centers to support the planning for the district Parent Center.</p>	<p>Metrics: Parent/Student Satisfaction and School Climate Surveys and gather input to support district decisions. Based on baseline</p> <p>Number of parents participating in parent/community partnership activities Based on Baseline</p> <p>Additional support will be provided for parents of English learner students, Low Income (LI), Foster Youth and other significant subgroups through specific programs.</p> <p>A Parent Center Committee will be convened to support the plan to implement the Parent Center. Staff will be hired to implement the Parent Center.</p>	<p>Metrics: Parent/Student Satisfaction and School Climate Surveys and gather input to support district decisions. Based on Baseline</p> <p>Number of parents participating in parent/community partnership activities Based on Baseline</p> <p>Additional support will be provided for parents of English learner students, Low Income (LI), Foster Youth and other significant subgroups through specific programs.</p> <p>Continue to build out the Parent Center and its services to further expand parent outreach.</p>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Parent Involvement <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 3: Strengthening Relationships</p> <p>Goal 7: Communication with Communities</p>	

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					<p>The District English Language Advisory Committee (DELAC) and individual site English Language Advisory Committees (ELAC) will continue to convene regularly to support the parent involvement needs for English Language Learners.</p> <p>District Divisions/School Sites will hold parent nights regarding various educational programs/pathways.</p> <p>The District Advisory Council (DAC) will continue progress on seeking parent input and increasing communication. Surveys will be created and feedback will be utilized to improve the quality of parent involvement.</p> <p>Conduct parent/guardian needs and satisfaction assessment surveys for the entire district to improve parent services and outreach.</p>	<p>Language Advisory Committee (DELAC) and individual site English Language Advisory Committees (ELAC) will continue to convene a minimum of four times during the academic year.</p> <p>District and schools sites will continue to hold parent nights to inform and offer ways to be involved.</p> <p>The District Advisory Council (DAC) will meet six times during the academic year. District and schools sites will continue to hold parent nights to inform and offer ways to be involved.</p> <p>Conduct parent/guardian needs and satisfaction assessment surveys for the entire district to improve parent services and outreach.</p>	<p>Continue regular District English Language Advisory Council (DELAC) and English Language Advisory Committees (ELAC) meetings. Continue to seek parent and community feedback by analyzing and utilizing survey results.</p> <p>District and schools sites will continue to hold parent nights to inform and offer ways to be involved.</p> <p>The District Advisory Council (DAC) will meet six times during the academic year. District and schools sites will continue to hold parent nights to inform and offer ways to be involved.</p> <p>Continue to seek parent and community feedback by analyzing and utilizing survey results.</p>	

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<p>Metrics</p> <ul style="list-style-type: none"> • Appropriate teacher assignment Title II Report - 99% • Sufficient instructional materials William Report – 100% • School facilities in good repair William Report – 100% • Attendance rates 96% • A-G course sequence completion 44% • EL progress towards English Proficiency 60% 		<p>All Low Income (LI) English Learner (EL) Foster Youth (FY) Students with Disabilities (SWD) At-Risk Students</p>	<p>LEA Level</p>		<p>Metrics Appropriate teacher assignment Maintain or increase number of appropriately assigned teachers</p> <p>Sufficient instructional materials Maintain current levels of sufficiency of instructional materials</p> <p>School facilities in good repair Maintain or increase numbers of schools in good repair</p> <p>Attendance rates Maintain or improve attendance rates</p> <p>A-G course sequence completion Maintain or improve A-G completion rates</p> <p>EL progress towards English Proficiency Meet or exceed state goal</p>	<p>Metrics Appropriate teacher assignment Maintain or increase number of appropriately assigned teachers</p> <p>Sufficient instructional materials Maintain current levels of sufficiency of instructional materials</p> <p>School facilities in good repair Maintain or increase numbers of schools in good repair</p> <p>Attendance rates Maintain or improve attendance rates</p> <p>A-G course sequence completion Maintain or improve A-G completion rates</p> <p>EL progress towards English Proficiency Meet or exceed state goal</p>	<p>Metrics Appropriate teacher assignment Maintain or increase number of appropriately assigned teachers</p> <p>Sufficient instructional materials Maintain current levels of sufficiency of instructional materials</p> <p>School facilities in good repair Maintain or increase numbers of schools in good repair</p> <p>Attendance rates Maintain or improve attendance rates</p> <p>A-G course sequence completion Maintain or improve A-G completion rates</p> <p>EL progress towards English Proficiency Meet or exceed state goal</p>	<p>LCAP Priorities addressed:</p> <ul style="list-style-type: none"> • Implementation of CCSS • Course Access • Other Student Outcomes • Student Achievement • Basic Services (Williams Act) • Parent Involvement • School Climate • Student Engagement <p>CNUSD Strategic Plan Priorities Addressed:</p> <ul style="list-style-type: none"> -Student Achievement -Safety and Wellness -Strengthening Relationships -Highly- Qualified Team -Promote and Support Innovative Practices -Fiscal Responsibility and Resource Alignment -Communication with All Communities

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> • EL reclassification rate 19.9% • Advanced Placement scores of 3 or higher 53% • EAP results Baseline Year 14/15 • API Suspended • Middle School dropout rates 0.12% • High School dropout rates 5% 					<p>EL reclassification rate Maintain or improve EL Reclassification Rate</p> <p>Advanced Placement scores of 3 or higher Maintain or improve AP scores of 3 or higher</p> <p>EAP results Maintain or improve EAP results</p> <p>API Suspended</p> <p>Middle School dropout rates Maintain or improve Middle School dropout rates</p> <p>High School dropout rates Maintain or improve High School dropout rates</p>	<p>EL reclassification rate Maintain or improve EL Reclassification Rate</p> <p>Advanced Placement scores of 3 or higher Maintain or improve AP scores of 3 or higher</p> <p>EAP results Maintain or improve EAP results</p> <p>API Benchmark year</p> <p>Middle School dropout rates Maintain or improve Middle School dropout rates</p> <p>High School dropout rates Maintain or improve High School dropout rates</p>	<p>EL reclassification rate Maintain or improve EL Reclassification Rate</p> <p>Advanced Placement scores of 3 or higher Maintain or improve AP scores of 3 or higher</p> <p>EAP results Maintain or improve EAP results</p> <p>API Meet or exceed state goal</p> <p>Middle School dropout rates Maintain or improve Middle School dropout rates</p> <p>High School dropout rates Maintain or improve High School dropout rates</p>	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources	Highly Qualified Teachers will provide CCSS based instruction daily.	LEA wide		Teachers will provide CCSS based instruction daily and support services. \$222,459,566 (LCFF)	Teachers will provide CCSS based instruction daily and support services. \$222,459,566 (LCFF)	Teachers will provide CCSS based instruction daily and support services. \$222,459,566 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Alignment						
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	All students will have sufficient textbooks and instructional materials.	LEA wide		All students will have sufficient textbooks and instructional materials. \$4,612,000 (LCFF)	All students will have sufficient textbooks and instructional materials. \$4,612,000 (LCFF)	All students will have sufficient textbooks and instructional materials. \$4,612,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.	LEA wide		Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. \$15,260,668 (LCFF)	Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. \$15,260,668 (LCFF)	Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. \$15,260,668 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.	LEA wide		Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. \$20,524,540 (LCFF)	Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. \$20,524,540 (LCFF)	Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. \$20,524,540 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.	LEA wide		Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. \$48,580,999 (LCFF)	Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. \$48,580,999 (LCFF)	Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. \$48,580,999 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement CCSS to include differentiation and the incorporation of instructional technology in the classroom.	LEA wide		Provide teachers with up to 30 hours of PD. \$2,300,000 (CCSS funding) \$660,000 (Title I PD funding)	Provide teachers with up to 30 hours of PD. \$700,000 (Title I PD funding) \$290,000 (LCFF)	Provide teachers with up to 30 hours of PD. \$700,000 (Title I PD funding) \$290,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Identify math teachers to be math coaches in Silicon Valley Math Coaching Model.	LEA wide		Math teachers will be trained in Silicon Valley Math Coaching model training. \$30,000 (LCFF)	Continue to employ coaching techniques in math classes. \$30,000 (LCFF)	Continue to employ coaching techniques in math classes. \$30,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Student Achievement Other Student Outcomes <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 1: Student Achievement</p> <p>GOAL 5: Promote and Support Innovative Practices</p> <p>GOAL 6: Fiscal and Resources Alignment</p>	Provide and support the implementation of CCSS standards based instruction.	LEA wide		<p>Research different models of coaching. Train current TSAs in modeling program chosen. Pilot coaching program at one elementary, one intermediate and one high school with highest numbers of At-Risk Students. Additional Elementary Assistant Principals will support monitoring of student achievement and implementation of CCSS.</p> <p>\$821,462 (LCFF)</p>	<p>Continue to build out the Coaching services to schools with 60% or more UDC. Hire additional coaches.</p> <p>\$1,500,000 (LCFF)</p>	<p>Continue to build out the Coaching services to schools with 40% or more UDC. Hire additional coaches.</p> <p>\$2,200,000 (LCFF)</p>
<u>Goal 1</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Student Achievement Other Student Outcomes <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 1: Student Achievement</p> <p>GOAL 5: Promote and Support Innovative Practices</p> <p>GOAL 6: Fiscal and Resources Alignment</p>	Continue work to implement effective collaborative data analysis processes.	LEA wide		<p>Create CCSS aligned district benchmark assessments. Administer assessments and provide professional development in calibration and scoring. Provide PD in effective collaborative data analysis processes.</p> <p>\$150,000 (LCFF)</p>	<p>Continue to build out CCSS aligned district benchmark assessments. Continue to provide PD in calibration and scoring of assessments and in collaborative data analysis processes.</p> <p>\$300,000 (LCFF)</p>	<p>Refine CCSS aligned district benchmark assessments. Continue to provide PD in calibration and scoring of assessments and in collaborative data analysis processes.</p> <p>\$250,000 (LCFF)</p>
<u>Goal 1</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Student Achievement Other Student Outcomes <p>CNUSD Strategic Plan Priorities Addressed</p> <p>GOAL 1: Student Achievement</p> <p>GOAL 5: Promote and Support Innovative Practices</p> <p>GOAL 6: Fiscal and Resources Alignment</p>	Provide PD & access to technology to support student learning (CCSS)	LEA wide		<p>Begin configuration of district Portal to support the implementation of CCSS. All Schools will have Wi-Fi installed to support the use of instructional technology. Incorporate the use of instructional technology into Professional Development.</p> <p>\$4,650,000 (CCSS funding)</p>	<p>Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to Incorporate the use of instructional technology into Professional Development.</p> <p>\$500,000 (LCFF)</p>	<p>Provide additional funding for schools to purchase instructional technology. Continue to Incorporate the use of instructional technology into Professional Development.</p> <p>\$500,000 (LCFF)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$500,000 (LCFF)		
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media).	School level		Continue to provide access to a telemetric computer program to support the improvement of writing skills in the classroom to a feeder pattern of schools (i.e. My Access). Continue to provide access to the Discovery Media assets to support instruction. \$457,450 (i3, Title I) \$150,000 (LCFF)	Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. \$450,000 (LCFF)	Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills in the classroom. \$450,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Support all students not at grade level; particularly those who are not reading at grade level by third grade by providing timely & research based strategic and intensive interventions.	LEA wide		Research different models for strategic and intensive interventions. Pilot interventions at schools. Gather data to determine the most effective models. \$100,000 (LCFF)	Build out interventions at all schools with most at-risk students and without school-wide intervention systems. \$400,000 (LCFF)	Continue to build out program based on student need. \$500,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Student Achievement Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide intensive support to beginning teachers through the implementation of BTSA program.	LEA wide		Continue BTSA program and augment program with an additional BTSA support provider. \$372,728(LCFF)	Continue BTSA program. \$372,728(LCFF)	Continue BTSA program. \$372,728(LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to provide additional opportunities for students who are credit deficient to graduate high school through summer school.	LEA wide		Continue the provision of summer school. \$1,260,000 (LCFF)	Continue the provision of summer school. \$1,260,000 (LCFF)	Continue the provision of summer school. \$1,260,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Support the schools in analysis of student data to affect instruction.	LEA wide		Provide additional support to coach the schools in data analysis. \$120,000 (LCFF)	Provide additional support to coach the schools in data analysis. \$120,000 (LCFF)	Provide additional support to coach the schools in data analysis. \$120,000 (LCFF)
<u>Goal 1</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue support for students to pass CAHSEE	LEA wide		Continue support for students to pass CAHSEE. \$200,000 (LCFF)	Continue support for students to pass CAHSEE. \$200,000 (LCFF)	Continue support for students to pass CAHSEE. \$200,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	PSAT and SAT assessments will be provided for all students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.	LEA wide		PSAT and SAT assessments will be provided for all students to include Parent Night presentations. \$200,000 (LCFF)	PSAT and SAT assessments will be provided for all students to include Parent Night presentations. \$200,000 (LCFF)	PSAT and SAT assessments will be provided for all students to include Parent Night presentations. \$200,000 (LCFF)
<u>Goal 3</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed Goal 1: Student Achievement Goal 2: Safety and Wellness Goal 4: Highly Qualified Team Goal 5: Promote and Support Innovative Practices Goal 6: Fiscal Responsibilities and Resources Alignment	CNUSD will develop a scorecard (dashboard metric) of CTE concentrator completion levels for the district (aggregate), comprehensive high schools, and individual high school students.	LEA and School Level		Develop Draft Scorecards/Dashboards. \$10,000 (LCFF)	Finalize Scorecards/Dashboards in Portal Environment. \$10,000 (LCFF)	Implement and Monitor Scorecards/Dashboards and adjust accordingly. \$10,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 3</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	CNUSD and site leadership at high schools will set strategic goals to increase the rate of concentrator students which will lead to a greater number of students enrolling in and completing capstone courses. Technical Skills Attainment will also be monitored.	LEA and School Level		Schedule site meetings and establish process to review district and site data. \$1,000 (LCFF)	Site meetings to review district and site data, set goals, and monitor. \$1,000 (LCFF)	Site meetings to review district and site data, set goals, and monitor. \$1,000 (LCFF)
<u>Goal 3</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Provide list of concentrator students to counselors, prior to registration, in order to enroll students in appropriate capstone courses.	School Level and Student Level		Develop CTE Pathways Flowcharts (Participant, Concentrator, Capstone) and provide to counselors. \$2,000 (LCFF)	Run lists of concentrator students. Adjust and revise CTE Pathways Flowcharts as needed. \$2,000 (LCFF)	Run lists of concentrator students. Adjust and revise CTE Pathways Flowcharts as needed. \$2,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 3</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Counselors will place 9th Grade students in participant course of Career Pathway identified by Individual Learning Plans (ILP's).	School Level and Student Level		<p>Annual License of Career Cruising for all Secondary Schools (Intermediate and High). Refine specificity of CNUSD CTE Pathways within Career Cruising.</p> <p>\$30,983 (LCFF)</p>	<p>Annual License of Career Cruising for all Secondary Schools. (Intermediate and High). Refine specificity of CNUSD CTE Pathways within Career Cruising.</p> <p>\$30,983 (LCFF)</p>	<p>Annual License of Career Cruising for all Secondary Schools. (Intermediate and High). Refine specificity of CNUSD CTE Pathways within Career Cruising.</p> <p>\$30,983 (LCFF)</p>
<u>Goal 3</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Build interdisciplinary CCSS Literacy capacities that are aligned to the CTE Model Curriculum Standards.	LEA and School Level		<p>3 Professional Development Days for 35 CTE Teachers.</p> <p>\$12,821 (LCFF)</p>	<p>3 Professional Development Days for CTE Teachers.</p> <p>\$12,821 (LCFF)</p>	<p>3 Professional Development Days for CTE Teachers.</p> <p>\$12,821 (LCFF)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 3</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Implement Elementary version of Career Cruising for early identification of career interests and CTE Pathway possibilities into Intermediate School and beyond.	LEA and School Level		<p>Pilot 5 Elementary Schools (ccSpark!).</p> <p>\$2,500 (LCFF)</p>	<p>Expand Career Cruising (ccSpark!) Annual License to all Elementary Schools.</p> <p>\$15,500 (LCFF)</p>	<p>Annual License of Career Cruising for all Elementary Schools. CNUSD CTE Pathways within Career Cruising.</p> <p>\$15,500 (LCFF)</p>
<u>Goal 4</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Research & Identify high yield, high wage, high growth CTE pathway offerings in CNUSD.	LEA and School Level		<p>Convene CTE Focus Group. Identify Industry Councils, and establish 3 year plan.</p> <p>\$5,000 (LCFF)</p>	<p>Monitor and adjust CTE 3 year plan.</p> <p>\$5,000 (LCFF)</p>	<p>Monitor and adjust CTE 3 year plan.</p> <p>\$5,000 (LCFF)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed Goal 1: Student Achievement Goal 2: Safety and Wellness Goal 4: Highly Qualified Team Goal 5: Promote and Support Innovative Practices Goal 6: Fiscal Responsibilities and Resources Alignment	Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways.	LEA and School Level		Implement Project Lead The Way (PLTW) at Corona High School and plan for additional CTE Pathways. \$20,000 (LCFF)	Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. \$40,000 (LCFF)	Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. \$60,000 (LCFF)
<u>Goal 4</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed Goal 1: Student Achievement Goal 2: Safety and Wellness Goal 4: Highly Qualified Team Goal 5: Promote and Support Innovative Practices Goal 6: Fiscal Responsibilities and Resources Alignment	Create Advisory Councils for CTE Pathways and connect with Industrial Councils.	LEA and School Level		Establish 3 Advisory Committees and convene. \$10,000 (LCFF)	Establish 3 Advisory Committees and convene. \$10,000 (LCFF)	Establish 3 Advisory Committees and convene. \$10,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Align Industry workplace skills and competencies with Common Core State Standards (CCSS) classroom instruction. Establish Work Based Learning (WBL) opportunities.	LEA and School Level		CTE Teachers convene with Industry Sector Advisory Committees 2 times per year. Establish Work Based Learning (WBL) opportunities. \$5,000 (LCFF)	CTE Teachers convene with Industry Sector Advisory Committees 2 times per year. Establish Work Based Learning (WBL) opportunities. \$5,000 (LCFF)	CTE Teachers convene with Industry Sector Advisory Committees 2 times per year. Establish Work Based Learning (WBL) opportunities. \$5,000 (LCFF)
<u>Goal 4</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Identify staff to monitor and oversee CTE Programs.	LEA and School Level		CTE Staff \$155,038 (LCFF)	CTE Staff \$\$155,038 (LCFF)	CTE Staff \$155,038 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	<p>Provide disciplinary literacy instruction to build students' skills. Project Based Learning (PBL) training and follow up time to plan and improve PBL curriculum. Regular collaboration between academic, CTE, and industry representatives.</p>	LEA and School Level		<p>3 Professional Development Days for CTE Teachers.</p> <p>\$12,821 (LCFF)</p>	<p>3 Professional Development Days for CTE Teachers.</p> <p>\$12,821 (LCFF)</p>	<p>3 Professional Development Days for CTE Teachers.</p> <p>\$12,821 (LCFF)</p>
<u>Goal 4</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	<p>Monitoring of Work Ready. Provide Teacher Externships to enhance knowledge and experience of Industry. Use of technology to improve sharing of content. Professional Learning Communities/Industry Councils.</p>	LEA and School Level		<p>Visit Model CTE Programs and Industry Plants.</p> <p>\$15,000 (LCFF)</p>	<p>Visit Model CTE Programs and Industry Plants.</p> <p>\$15,000 (LCFF)</p>	<p>Visit Model CTE Programs and Industry Plants.</p> <p>\$15,000 (LCFF)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> Implementation of CCSS Course Access <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 1: Student Achievement</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 4: Highly Qualified Team</p> <p>Goal 5: Promote and Support Innovative Practices</p> <p>Goal 6: Fiscal Responsibilities and Resources Alignment</p>	Increase Articulation Agreements with colleges and universities.	LEA		Increase Articulation Agreements with colleges and universities. -0-	Increase Articulation Agreements with colleges and universities. -0-	Increase Articulation Agreements with colleges and universities. -0-
<u>Goal 5</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> School Climate Student Engagement <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 3: Strengthening Relationships</p>	Continue to implement the SART/SARB process.	LEA Wide		Provide the Data Attendance Tracking Tool (DATT) report to school sites monthly. Begin using the new SART/SARB protocol. Provide a substitute to hold SART meetings or home visits. \$40,000 (LCFF)	Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. \$60,000 (LCFF)	Provide a substitute to hold SART meetings or home visits. \$60,000 (LCFF)
<u>Goal 5</u>	<p>LCAP Priorities Addressed</p> <ul style="list-style-type: none"> School Climate Student Engagement <p>CNUSD Strategic Plan Priorities Addressed</p> <p>Goal 2: Safety and Wellness</p> <p>Goal 3: Strengthening Relationships</p>	Implement a systematic TK-12 Character Education Program.	School Level		Explore a systematic TK-12 Character Education Program for all students. \$5,000 (LCFF)	Pilot a systematic TK-12 Character Education Program for all students. \$60,000(LCFF)	Select and implement a systematic TK-12 Character Education Program for all students. \$500,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Implement a Positive Behavior Intervention Program (PBIS), TK-12.	School Level		Research a Positive Behavior Intervention System (PBIS) for all students. Expand access to the Pupil Intervention Program (PIP) for elementary schools. Pilot a program to build leadership and academic strengths for students. Train staff and administrators. \$103,934 (LCFF)	Pilot a Positive Behavior Intervention System (PBIS). Continue to expand access to the Pupil Intervention Program (PIP) for elementary schools. Expand the pilot program to build leadership and academic strengths for students. Train staff and administrators. \$548,934(LCFF)	Continue to pilot Positive Behavior Intervention System (PBIS) for all students. Continue to expand access to the Pupil Intervention Program (PIP) for elementary schools. Continue to pilot the program to build leadership and academic strengths for students. Train staff and administrators. \$963,934 (LCFF)
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.	School Level		On-going salaries for 5.5 Counselors. \$646,950 (LCFF)	On-going salaries for 5.5 Counselors. \$646,950 (LCFF)	On-going salaries for 5.5 Counselors. \$646,950 (LCFF)
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment.	School Level		Continue funding for SRO's and increase number of SROs. \$736,000 (LCFF)	Continue funding for SRO's and increase number of SROs. \$756,000 (LCFF)	Continue funding for SRO's. \$756,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.	School Level		Train site administration on how to develop and align safety protocols that provide action plans for safe and orderly environments. Each school will submit their plan for Board Approval. \$2,000	Schools sites will update their Comprehensive School Safety Plan for Board Approval. \$2,000	Schools sites will update their Comprehensive School Safety Plan for Board Approval. \$2,000
<u>Goal 6</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Parent Involvement CNUSD Strategic Plan Priorities Addressed Goal 3: Strengthening Relationships Goal 7: Communication with Communities	District Divisions/School Sites will hold parent nights regarding various educational programs/pathways and ways to be involved.	LEA Wide		District and schools sites hold parent nights to inform and offer ways to be involved. \$5,000	District and schools sites hold parent nights to inform and offer ways to be involved. \$5,000	District and schools sites hold parent nights to inform and offer ways to be involved. \$5,000
<u>Goal 6</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Parent Involvement CNUSD Strategic Plan Priorities Addressed Goal 3: Strengthening Relationships Goal 7: Communication with Communities	Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, and DAC committees to further improve the quality of parent involvement activities.	LEA Wide		Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. \$5,000	Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. \$5,000	Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. \$5,000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue current AVID program and Increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.	School level		Increase AVID sections at each secondary school with extra sections. Develop a plan to implement AVID at select elementary schools. Monitor progress of students in AVID, particularly RFEP students. \$900,000 (LCFF)	Implement AVID at elementary grades 4-6. Monitor progress of students in AVID, particularly RFEP students. \$1,000,000 (LCFF)	Continue implementation of AVID. Monitor progress of students in AVID, particularly RFEP students. \$1,000,000 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to implement designated ELD with fidelity	School level		Continue to implement designated ELD with fidelity. -0-	Continue to implement designated ELD with fidelity. -0-	Continue to implement designated ELD with fidelity. -0-
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges.	Student level		Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring and visit colleges. \$10,000 (McKinney Vento)	Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring and visit colleges. \$10,000 (McKinney Vento)	Foster Youth students will meet together 5 times a year to receive safety information, gain information and access to tutoring and visit colleges. \$10,000 (McKinney Vento)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Safety and Violence Counselors will provide additional emotional and academic support to Foster Youth students.	LEA wide		Safety and Violence Counselors will provide additional emotional and academic support to foster students. -0-	Safety and Violence Counselors will provide additional emotional and academic support to foster students. -0-	Safety and Violence Counselors will provide additional emotional and academic support to foster students. -0-
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Additional academic support for Foster Youth students at intermediate school through tutoring.	LEA wide		Additional academic support for Foster Youth students at intermediate school through tutoring. \$10,000 (Title 1)	Additional academic support for Foster Youth students at intermediate school through tutoring. \$10,000 (Title 1)	Additional academic support for Foster Youth students at intermediate school through tutoring. \$10,000 (Title 1)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide, monitor and support intervention programs at schools	LEA wide		Planning for interventions in Goal 1 will begin. -0-	Provide additional staff to support schools with interventions. \$150,000 (LCFF)	Provide additional staff to support schools with interventions. \$150,000 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Implement new CCSS based ELD standards.	LEA wide		Augment CCSS based ELA Curriculum guides with CCSS based ELD standards. Provide ELD standards Professional Development sessions and incorporate ELD standards into all ELA Professional Development. \$15,000 (Title III)	Continue to build out the CCSS based ELA Curriculum guides with components to support differentiation for EL students, i.e. SIOP. Continue to provide ELD standards Professional Development sessions and incorporate ELD standards into all ELA, and Social Studies Professional Development. \$30,000 (Title III) \$30,000(LCFF)	Continue to refine the CCSS based ELA Curriculum guides with components to support differentiation for EL students, i.e. SIOP. Continue to provide ELD standards Professional Development sessions and incorporate ELD standards into all ELA, Social Studies and Science Professional Development. \$30,000 (Title III) \$30,000(LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to employ walk through protocols to support the efficacy of instruction and differentiation for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups.	School level		Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction. Additional schools will be trained in instructional rounds. \$60,000 (Title I PD)	Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction and add additional schools to be trained in walk through Protocols. \$50,000 (Title I PD)	Continue to support walk through protocols (i.e. Look 2 Learn and Instructional Rounds) to support improvement of instruction. \$20,000 (Title I PD)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to support the educational process for At-Risk students with additional personnel (i.e. TSAs).	LEA wide		The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach. \$1,571,312 (Title I PD, Title II and Title III) \$499,979 (LCFF)	The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons, and coach. \$1,571,312 (Title I PD, Title II and Title III) \$499,979(LCFF)	The educational process for At Risk students will be supported with additional personnel to support instruction, model lessons, and coach. \$1,571,312(Title I PD, Title II and Title III) \$499,979(LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to provide Bilingual Aides for students needing primary language support.	School level		Bilingual aides will support EL students. \$1,376,317 (LCFF)	Bilingual aides will support EL students. \$1,376,317 (LCFF)	Bilingual aides will support EL students. \$1,376,317 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide Instructional Assistants for SWD students where needed to support the instructional process.	School level		Instructional Assistants will support SWD students based on need. \$10,892,346 (LCFF)	Instructional Assistants will support SWD students based on need. \$10,892,346 (LCFF)	Instructional Assistants will support SWD students based on need. \$10,892,346 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide support to SWD student with Program Specialists and other support personnel.	LEA wide		Students with Disabilities will be supported with supplemental personnel. \$1,300,000(LCFF)	Students with Disabilities will be supported with additional personnel. \$1,300,000 (LCFF)	Students with Disabilities will be supported with additional personnel. \$1,300,000 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Teachers will be provided Professional Development to support the specialized Instruction for Students With Disabilities.	LEA wide		Professional Development to support the instructional needs for SWD students will be provided. \$150,000 (LCFF)	Professional Development to support the instructional needs for SWD students will be provided. \$150,000 (LCFF)	Professional Development to support the instructional needs for SWD students will be provided. \$150,000 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Continue to allocate to schools funding to address the specific needs of their At-Risk students.	School level		Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth). \$1,900,379 (LCFF)	Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth). \$1,900,379 (LCFF)	Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth). \$1,900,379 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Support Personnel for English students, Low Income and Foster Youth students.	LEA wide		Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. \$1,407,323 (LCFF)	Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. \$1,407,323 (LCFF)	Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. \$1,407,323 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools and to reduce combination classes at impacted elementary schools.	School level		Up to 10 teachers are assigned to impacted schools. \$1,097,570 (LCFF)	Continue to provide additional teachers to support impacted schools. \$1,097,570 (LCFF)	Continue to provide additional teachers to support impacted schools. \$1,097,570 (LCFF)
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provide programs such as Equal Opportunity Schools to support the increase of students in AP/IB classes.	School level		Explore the possibility of participating in the EOS program. If accepted, implementation of first year of the program will occur. \$100,000 (LCFF)	If accepted into program, implement EOS structures at comprehensive school sites. Provide support structures for underrepresented student in AP/IB classes. \$100,000 (LCFF)	Continue to implement EOS structures at comprehensive school sites. Provide support structures for underrepresented student in AP/IB classes. \$100,000 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 2</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes CNUSD Strategic Plan Priorities Addressed GOAL 1: Student Achievement GOAL 5: Promote and Support Innovative Practices GOAL 6: Fiscal and Resources Alignment	Provides additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level.	School level		Additional FTEs will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. \$1,500,000 (LCFF)	Additional FTEs will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. \$1,500,000 (LCFF)	Continue to provide up to 15 teachers that will provide interventions at high schools during the school day for English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. \$1,500,000 (LCFF)
<u>Goal 3</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> • Implementation of CCSS • Course Access CNUSD Strategic Plan Priorities Addressed Goal 1: Student Achievement Goal 2: Safety and Wellness Goal 4: Highly Qualified Team Goal 5: Promote and Support Innovative Practices Goal 6: Fiscal Responsibilities and Resources Alignment	Monitor and support English Learner students, Low Income students and Foster Youth students for enrollment and successful completion of capstone courses.	LEA and School Level		Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of capstone courses. -0-	Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of capstone courses. -0-	Monitor and support English Learner students (including RFEP), Low Income students and Foster Youth for enrollment and successful completion of capstone courses. -0-

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Implementation of CCSS Course Access CNUSD Strategic Plan Priorities Addressed Goal 1: Student Achievement Goal 2: Safety and Wellness Goal 4: Highly Qualified Team Goal 5: Promote and Support Innovative Practices Goal 6: Fiscal Responsibilities and Resources Alignment	Monitor and support English Learner, Low Income and Foster Youth students for enrollment and successful completion of CTE courses.	LEA and School Level		Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses. -0-	Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses. -0-	Monitor and support English Learner (including RFEP), Low Income and Foster Youth students for enrollment and successful completion of CTE courses. -0-
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Hire counselors, TK-12, to strengthen social/emotional skills, address chronic behavior and/or absenteeism, and provide academic support.	School Level		Develop a plan for increasing the number of counselors at our greatest at-risk schools to provide early intervention for students to attain academic and social/emotional success. -0-	Hire and train counselors to provide early intervention for students to attain academic and social/emotional success. \$700,000(LCFF)	Continue counseling services \$1,000,000 (LCFF)
<u>Goal 5</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> School Climate Student Engagement CNUSD Strategic Plan Priorities Addressed Goal 2: Safety and Wellness Goal 3: Strengthening Relationships	Hire social workers for our most At-Risk students in need of home intervention.	School Level		Develop a plan to contract/hire social workers to provide home-school intervention in the areas of poor attendance and behavior. \$5,000 (LCFF)	Hire/Contract social workers to provide home-school intervention in the areas of poor attendance and behavior. \$578,000 (LCFF)	Continue with the implementation of social workers to provide in home-school intervention in the areas of poor attendance and behaviors. \$578,000 (LCFF)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 6</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Parent Involvement CNUSD Strategic Plan Priorities Addressed Goal 3: Strengthening Relationships Goal 7: Communication with Communities	Establish a centralized Parent Center for parents to access the following: <ul style="list-style-type: none"> College and Career Pathways Academic Support Interventions Parent Information Workshops Support for parental involvement Upcoming events for the district and schools. Representatives from both the Parent Center and the schools will co-collaborate to help recruit students/families who are not yet on College and Career Pathways.	LEA Wide		Explore and research effective Parent Center programs. Develop a plan for a centralized Parent Center. Hire personnel to plan and develop. \$142,000 (LCFF)	Create a committee to assist with the implementation of the Parent Center. The plan will include the hiring of personnel to run the Parent Center and selection of the Parent Center location. \$450,000 (LCFF)	Open the center; campaign throughout the district its services. Hire additional staff to provide effective support for parent communities. Continue to maintain center and its services. Begin process for providing additional satellite centers to further expand parent outreach. \$700,000 (LCFF)
<u>Goal 6</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Parent Involvement CNUSD Strategic Plan Priorities Addressed Goal 3: Strengthening Relationships Goal 7: Communication with Communities	Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English language learners.	LEA Wide		DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. \$10,000 (LCFF)	DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. \$10,000 (LCFF)	DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. \$10,000 (LCFF)
<u>Goal 6</u>	LCAP Priorities Addressed <ul style="list-style-type: none"> Parent Involvement CNUSD Strategic Plan Priorities Addressed Goal 3: Strengthening Relationships Goal 7: Communication with Communities	Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.	LEA Wide		Conduct six meetings annually. \$0	Conduct six meetings annually. \$0	Conduct six meetings annually. \$0

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 45.68%. Funding for LCFF Supplemental in the funding year 2014/15 is estimated to be \$15,163,048. This funding supports services and programs for English Learners, Low Income and Foster Youth students. These include additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap. Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils. A Parent Center will be created to support the inclusion of families in the support system and involvement in the students' education.

Approximately, \$2,000,000 in Supplemental Funding was allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. The Single School Plan development process will be followed at the school site to align the goals and actions in the Local Control Accountability Plan.

After considerable data analysis and collaboration with the different stakeholder groups in CNUSD, decisions were made to deploy supplemental funding at various levels, that is, district and school levels. It was deemed more appropriate through the priorities established by these groups that specific actions would be more effectively implemented at the district level such as the CNUSD Parent Center and other actions better utilized at the school level such as the Supplemental Funding Allocations. This approach was decided upon by our stakeholder representatives and is considered to be the most efficient by employing the resources to where they will make the biggest difference for our unduplicated pupils and their families.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Minimum Proportionality Percentage for 2014-15 is 4.2%. Services for the Unduplicated Pupils who are Low Income, English Learners, or Foster Youth have been increased or improved for 2014/15. These services include the expansion of AVID in the Intermediate and High Schools, the implementation of systemic intervention programs and CCSS based ELD standards in district classrooms. Additional personnel will be engaged in support for Low Income, English Learners and Foster Youth students such as Bilingual Aides, supplemental classroom teachers to reduce class size and to provide interventions, and Teacher Coaches. Schools will receive allocations to be used in the support of At-Risk students such as Low Income, English Learners, and Foster Youth students. A Family Involvement Coordinator will be hired to begin the process of devising and implementing a Parent Center to assist parents to access Academic Support for their students, College and Career Pathways and Parent Information Workshops. Planning will begin to provide the support of Social Workers for the most At-Risk students in the district. The Equal Opportunity Schools Program will begin identifying students that are Low Income, English Learners, or Foster Youth students and who are potential AP/IB students. This program will develop a plan to increase the participation of these students in the AP/IB programs. Safety and Violence Counselors will monitor and support Foster Youth. After School Tutoring will be provided to Foster Youth students who are in need of this type of support. A Plan for an augmented counseling program and to increase the number of counselors across the district will be formulated and implemented to assist the Social Emotional development of district students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.