Board Adopted:	6/28/2022
RCOE Approval:	7/25/2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corona-Norco Unified School District
CDS Code: 33670330000000
School Year: 2022-23
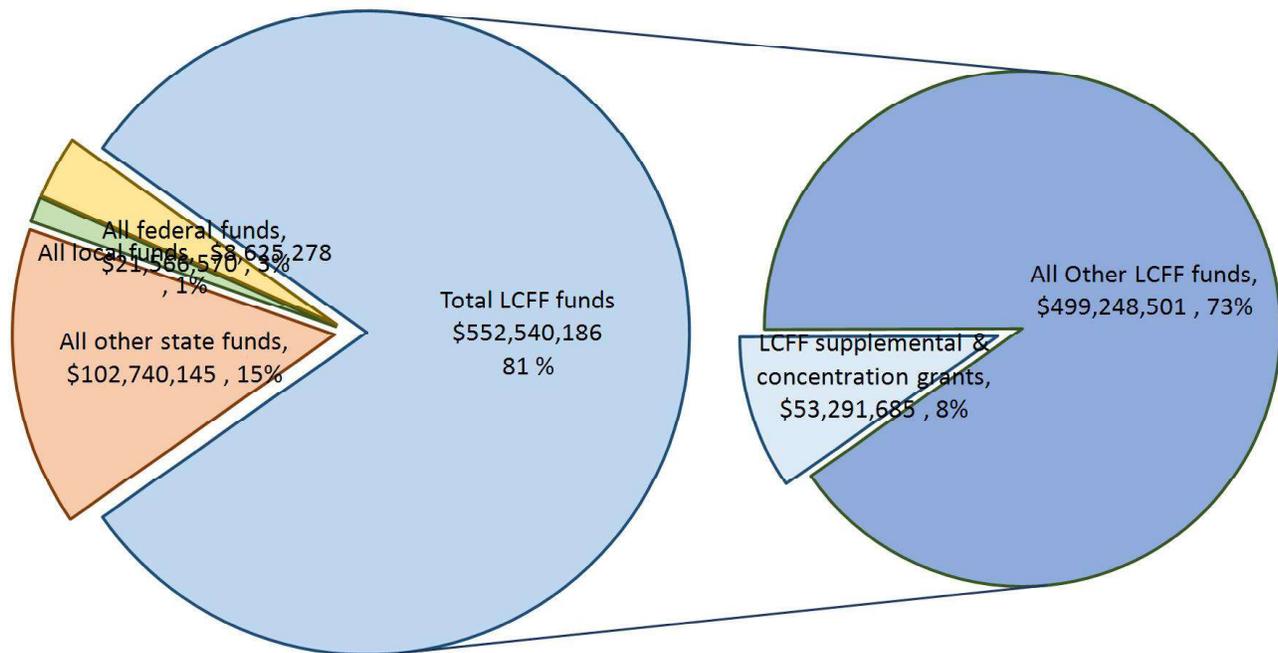LEA contact information:
Dr. Samuel Buenrostro
Superintendent

(951)736-5010

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $8,635,278
All local funds, $21,356,570 , 3%
, 1%
All other state funds, $102,740,145 , 15%
Total LCFF funds $552,540,186 81 %

All Other LCFF funds, $499,248,501 , 73%
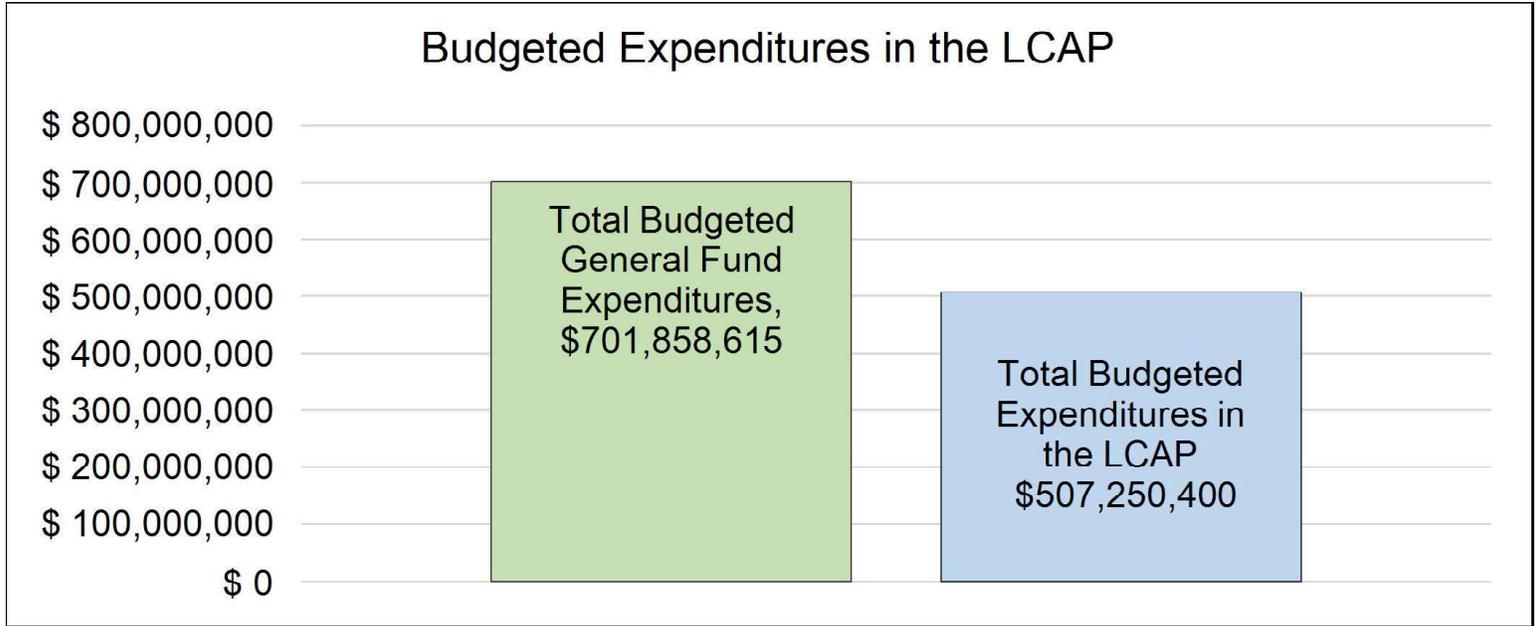LCFF supplemental & concentration grants, $53,291,685 , 8%

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

The text description for the above chart is as follows: The total revenue projected for Corona-Norco Unified School District is $685,472,179, of which $552,540,186 is Local Control Funding Formula (LCFF), $102,740,145

is other state funds, $8,625,278 is local funds, and $21,566,570 is federal funds. Of the $552,540,186 in LCFF Funds, $53,291,685 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $701,858,615

Total Budgeted Expenditures in the LCAP $507,250,400

This chart provides a quick summary of how much Corona-Norco Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Corona-Norco Unified School District plans to spend $701,858,615 for the 2022-23 school year. Of that amount, $507,250,400 is tied to actions/services in the LCAP and $194,608,215 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
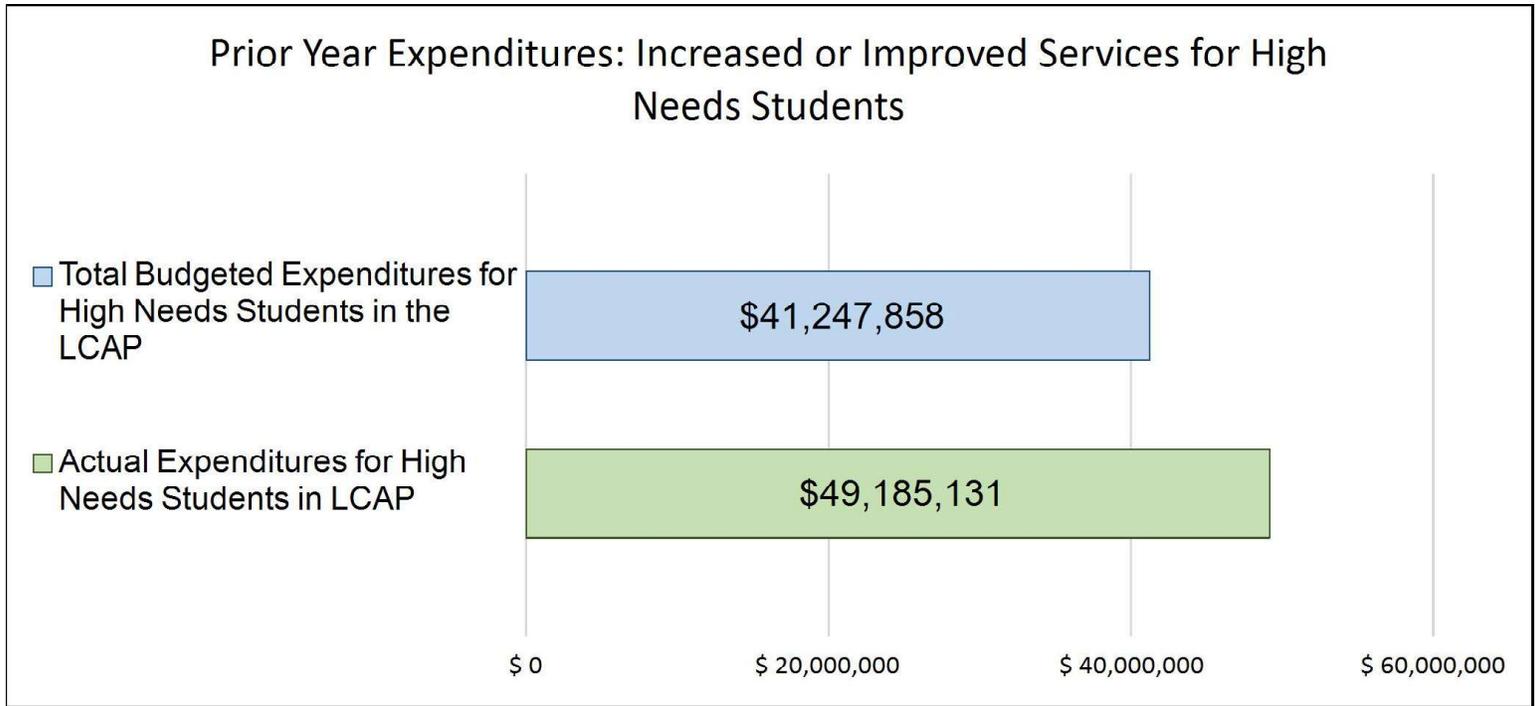
General operation costs, including contributions to other programs, routine maintenance, utilities, debt service, obligations, capital project expenditures and other materials/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Corona-Norco Unified School District is projecting it will receive $53,291,685 based on the enrollment of foster youth, English learner, and low-income students. Corona-Norco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corona-Norco Unified School District plans to spend $53,799,606 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$41,247,858
☐ Actual Expenditures for High Needs Students in LCAP	$49,185,131

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000

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

The text description of the above chart is as follows: In 2021-22, Corona-Norco Unified School District's LCAP budgeted $41,247,858 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent $49,185,131 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corona-Norco Unified School District	Samuel Buenrostro, Ed.D., Superintendent of Schools Charla Capps, Ed.D., Administrative Director, Educational Services	ccapps@cnusd.k12.ca.us 951-736-5116

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided through the Budget Act of 2021 that would not have typically been included in the LCAP include the Expanded Learning Opportunity (ELO) Grant funds.

A description of the engagement of educational partners on the use of these funds is available for review on the District website at: https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_211876/File/Our%20Departments/Educational%20Services/LCAP/FINAL%2 02021-22%20ELO%20Plan.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CNUSD does not receive LCFF Concentration dollars and therefore did not receive the concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how and when CNUSD engaged its education partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic can be found in the following expenditure plans which are posted on the district's website:

For CARES Act (CRF, ESSER I, GEER I) and Coronavirus Response and Relief Supplemental Appropriations Act- CRRSA (ESSER II), see the Learning Continuity and Attendance Plan posted here:
https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_211876/File/Our%20Departments/Educational%20Services/LCAP/FINAL%2 02021-22%20ELO%20Plan.pdf

For CRRSA (ESSER II SEA Reserve, GEER II, ESSER III SEA Reserve), see the Expanded Learning Opportunity Grant Plan posted here:
https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_211876/File/Our%20Departments/Educational%20Services/LCAP/FINAL%2 02021-22%20ELO%20Plan.pdf

For American Rescue Plan Act (ESSER III), see the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan posted here:
https://p18cdn4static.sharpschool.com/UserFiles/Servers/Server_211876/File/Our%20Departments/Educational%20Services/LCAP/Final%20 ESSER%20III%20Expenditure%20Plan%2010.5.21.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The COVID-19 pandemic, and the funds received from the federal American Rescue Plan Act, have provided the Corona-Norco Unified School District many opportunities and challenges over the past two years. The funds initially received allowed CNUSD make significant improvements to district technology and infrastructure to support a 1:1 device program. This included the deployment of nearly 50,000 devices and thousands of wi-fi hot spots. In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies, including but not limited to thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, portable hand washing stations, masks, face shields, gloves, and gowns were purchased. Additional personnel were also provided to assist in class size and campus supervision. Challenges in implementation included supply chain limitations and delays as well as shifting regulations and protocols due to the ever-changing nature of the pandemic.

As a result of the pandemic CNUSD recognized the need to provide intensive social emotional support to staff and students. Funding from the Expanded Learning Opportunities Grant was used to assist in building our Tier 1 supports through trauma informed training provided to all staff members to increasing elementary counseling supports and implemented a systematic TK-12 social emotional learning and character education CNUSD increased elementary counseling supports and implemented a systematic TK-12 social emotional learning and character education program with behavior expectations and positive behavior interventions as a common assurance in each school. We also increased access to

Wellness Centers and Restorative Rooms (or Calm Rooms) for students. Finally, CNUSD conducted mental health parent training to bring awareness and link support services to our school community. Additionally, we increased the number of schools supported by our Succeeding Together to Encourage Prosocial Skills (STEPS) program. Outside counseling support from licensed clinical therapists was contracted to work with our students with the most intensive needs.

Implementation of the Expanded Learning Opportunities Grant also provided the opportunity to offer summer school for K-12. Summer School at high school was expanded to offer double the amount of potential credit recovery options available to students. Rather than the traditional two-week session, the expanded program was offered for four weeks, with the opportunity to recover up to four courses, with virtual and in-person options. The additional funding also allowed all schools to provide supports outside of the school day for our students to accelerate their learning. Despite our desire to offer additional academic supports to students and staff, staffing presented a significant challenge as we not only experienced overall staff fatigue but also shortages in both our certificated and classified substitute pools as a result of the pandemic.

ESSER III dollars were used to purchase additional outdoor tables with shade umbrellas to allow for increased social distancing at lunch and for outdoor learning. Additional teachers were hired to reduce class sizes K-12 to the soft cap wherever possible and to allow for additional physical distancing in secondary classrooms. Supplemental math curriculum for grades K-5 was purchased as well as supplemental software for TK-6 students to provide access to digital books and educational activities. The ESSER III funds will allow CNUSD to begin a comprehensive modernization to the HVAC & ventilation systems including new high-efficiency HVAC units, MERV-13 filters, ventilation improvements, CO2 sensors, economizers, ionization and building automation control systems.

CNUSD's Board-adopted COVID-19 Safety Plan continues to be revised to reflect updated safety recommendations by the California Department of Public Health and shared regularly with the community in our weekly community newsletter. The updated plan is posted on our district website at: https://www.cnusd.k12.ca.us/cms/One.aspx?portalId=2119608&pageId=30615691

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

CNUSD is utilizing its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the districts 2021-2022 LCAP. We are appreciative of the extensive input provided to CNUSD to assist the District in planning for the effective use of one-time funds. Effective use of these funds will allow the district to build capacity, strengthen systems for equity, and meet the identified short and long-term needs of students and families. As has always been our practice, we will continue to braid our funding sources to build on existing initiatives, especially those goals and actions identified in the LCAP and Strategic Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

The Corona-Norco Unified School District (CNUSD) is located approximately 60 miles east of Los Angeles and is the largest school district in Riverside County and the ninth largest in the state of California. As a large urban school district we serve approximately 50,889* students pre-school through Adult Transition across 51 schools: Our schools include: 31 TK-6 elementary schools, two K-8 Academies, two middle schools (6-8), six Intermediate schools, five comprehensive high schools, two alternative high schools, a middle college high school, a school for students with exceptional needs and a TK-12 virtual school. CNUSD provides a wide variety of educational programs such as: Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning Opportunities Program (ELOP)/After School Education and Safety Program (ASES), Full-day kindergarten, AVID K-12, Advanced Placement (AP), International Baccalaureate (IB), IB MYP (Middle Years Program), STEM, multiple CTE Pathways, and dual/concurrent enrollment with Norco College. CNUSD believes in educating the whole child therefore the social emotional component to learning is very important. Counseling services continue to be expanded K -12 with a focus on unduplicated students and on Foster Youth with a dedicated counselor to support the Foster Youth and Homeless students throughout CNUSD. Organized athletic activities as well as the arts and music are offered 4-12.

CNUSD serves a diverse student population which includes: 54% Hispanic, 23% White, 11% Asian, 6% African American, and 3% Filipino+. Over 50 languages are spoken within our schools. In Corona-Norco 63%* of students are socioeconomically disadvantaged and 14.5%* are classified as English Learners. CNUSD employs over 5,000 certificated and classified staff. CNUSD has a strong reputation in California as a high performing system. Of the 51 schools in the district, 36 have been selected as California Distinguished Schools over the last several years and the district was recently selected for the California Pivotal Practice award.

Corona-Norco ranks among the top two or three districts in Riverside County in conventional measures of student achievement and engagement, with a four-year adjusted cohort graduation rate of 95.2%^ and an A-G completion rate of 51%*. Corona-Norco prides itself on a two-pillar approach to educating its students, supporting a high level of academic rigor and relevance and providing for the social-emotional needs of every student.

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

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

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

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

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

This year we have made changes to the LCAP aligned to our learnings and necessary shifts made as a result of the COVID-19 pandemic. The move to a fully online instructional model in the 2020-21 school year had an impact that was felt at every level of the organization and throughout all aspects of our school community. Stakeholders were required to shift their thinking as new opportunities presented themselves and new challenges evolved. The LCAP has also evolved to meet some of these key opportunities and challenges. For example, since we have transitioned quickly to become a 1:1 district with technology, we now find ourselves in need of a sustainable refresh plan that will keep our students at the forefront with technology. Additionally, we've seen an uptick in the need for services to address students' social emotional needs, and this LCAP reflects that shift. Finally, needs for additional support in the areas of literacy and math have prompted a refined focus on early literacy and numeracy that is reflected in the plan as well.

* Indicates data collected from the CALPADS 10-6-21
+ Indicates data collected from the California Dashboard
^ Indicates data collected from DataQuest

Reflections: Successes

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

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2021 California School Dashboard. However, Corona-Norco Unified did experience success and progress as described below.

Corona-Norco implemented Tiered Student Engagement as a response to augmented student needs in the 2020-21 pandemic school year. As a district that had already been deepening its learning and application of Multi-tiered Systems of Support (MTSS), we found ourselves leaning in to that foundation as a response to the unique challenges of the 2020-21 school year. The areas we targeted within Tiered Student Engagement were Chronic Absenteeism, Closing the Achievement Gap, Learning Loss Mitigation and High School Graduation. These Target Areas were chosen to address the specific obstacles we encountered as we flipped our educational model in the 2020-21 school year several times. The 2020-21 school year opened in a non-traditional manner with two learning models offered: remote "at home" learning for students who intended to return to school when allowable and fully virtual for students who preferred to stay home for the remainder of the semester or school year. By midyear we found ourselves shifting models once again to a hybrid "blended" instructional model where students attended on a part-time schedule, and then again in the final two months of school to a traditional full school schedule.

As one of few districts in Riverside County that has never received concentration funding, Corona-Norco did not have the fiscal resources in place to support 1:1 devices prior to the pandemic. This reality made the shifts between the various instructional formats even more challenging since there was no guarantee that all students had access to learning in a remote or virtual environment. With hard work and an intense sense of urgency, we developed and carried out a full 1:1 device deployment program from scratch. Additionally, we launched the county's largest fully virtual program for families who might be uncomfortable with the shifts to a hybrid "blended" model and then to the full return to school. Families without internet access were sought out and hot spots were utilized to close the digital divide. Finally, we reimagined our professional learning structures for teachers to give them the tools they needed to engage students in these remote and virtual environments, providing options and flexibility for their own learning in both synchronous and asynchronous modalities.

Though these efforts provided the needed resources for most students, we found that some students were still struggling to adjust to the shifts in instructional environments and absenteeism was high. That realization led us to collect data and conduct empathy interviews, where we found that despite our exhaustive efforts, some students still did not have devices, and many who had devices were struggling with how to use the technology. Additionally, we found that students' homes were not always conducive learning environments and D and F rates were on the rise. Some students reported a feeling of hopelessness and a fear that they would not be able to catch up.

Our focus on the target areas of Closing the Achievement Gap, Learning Loss Mitigation and Graduation came as a response to these trends. During the full closure, we found avenues to bring our at-promise groups to school in-person through a Small Cohort model, focusing on EL, Special Education, and students in danger of not graduating. We also narrowed the focus even further to provide supports for seniors who we knew would need a hands-on approach to assure on-time graduation. A fully revamped Student Attendance Review Board (SARB) model was leveraged to keep seniors engaged on a path toward graduation, and as a second layer, a robust senior summer program was implemented to rescue any remaining students who needed additional time and attention to make it to the finish line.

Corona-Norco's Tiered Student Engagement practices were born out of the need to keep students moving forward in a time when the odds were stacked against them. It required all district departments to work together like they never had before, and the results have made us very proud of what can be accomplished when we place intense focus on a common goal. Because of these successes, we will continue many of these best practices far beyond the constraints of the pandemic.

Corona-Norco's Pivotal Practice of Tiered Student Engagement consisted of several strategies which contributed to student success in the 2020-21 school year. They included developing a large-scale, fully virtual program, transforming the district into a 1:1 learning environment, restructuring and expanding teacher professional learning, launching small group cohorts for at-promise students, and leveraging revamped SARB and summer programs for seniors at risk of not graduating.

After closing the prior school year with three months of "remote" learning triggered by the shutdown in March of 2020, CNUSD prepared for the new 2020-21 school year amidst an environment of uncertainty. COVID-19 guidance and conditions were constantly changing and the need to offer families a fully virtual learning option became imperative. In the quest to build out this option in a way that would be least disruptive to students, we decided to create a virtual enrollment track at every school site so that students could remain attached to their home school even if they were in the virtual program. While this made for a seamless transition for students, it presented unique staffing challenges. We had 15,000 students elect to go virtual beginning the 2020 school year, and to accommodate this large-scale need, teachers were shifted out of their regular teaching assignments to provide for the district's ever-growing demand for virtual instruction. These newly anointed virtual teachers became adept at forging connections with students over zoom, and as a result the demand for a virtual format has continued to be elevated this school year and going into the next, even as COVID-19 guidance has become more relaxed.

The success of this large virtual program was dependent upon the need for every student to have access to a district-provided device and at-home internet access. Prior to the pandemic, this had been seen as a luxury just beyond our grasp. As a non-concentration district, we had yet to conceptualize how we could both implement and sustain a 1:1 plan over the long term. Additionally, internet infrastructure did not exist at the elementary sites. The COVID-19 pandemic afforded us the urgency, singular focus and budgetary flexibility to make 1:1 a reality. We took an all-hands-on-deck approach with device deployment centers that worked tirelessly for weeks on end. We used a tiered approach, ensuring first that every household had a device, and then every student. We are now proud to say that as the ninth largest school district in the state, we were able to deploy over 47,000 devices on a tight timeline and build readiness in our families and teachers for a digital environment starting from scratch. To support families in this shift, school sites rallied to offer drive through troubleshooting sessions, where parents and students could bring their device and be walked through tutorials on how to access the programs they needed to engage with their teachers.

The success of our evolution into a fully 1:1 district was observable later in the school year during our full return to traditional instruction. Classroom walkthrough evidence pointed to the fact that the devices had become a pillar of instruction and educational technology had become a strong influence in lesson design. This success came not only as a result of district's successful 1:1 conversion, but also as the product of a redefined professional learning model that had been gaining steam over the course of the pandemic. Pre-pandemic, professional learning was offered across many topics and had a mostly singular format. Teachers would sign up for topics of interest, request a substitute teacher for the day, and attend seminars at the district office. Sometimes these sessions would contain follow-up trainings, and sometimes they would stand alone. The shifts in instructional models and student needs in the early stages of the pandemic required us to rethink our approach to professional learning. We streamlined our offerings to focus on a robust approach to utilizing instructional technology, we created virtual offerings that were both synchronous and asynchronous in nature, and we chunked the work so that participants could learn, practice on their own, and return for follow up learning. The word caught on and in the 2020-21 school year alone, 2,772 participants engaged in 1,070 professional learning sessions under this new model.

These successes with the virtual program, 1:1 device access, and increased teacher efficacy allowed for the foundation most of our students needed to maintain academic and social emotional progress during the 2020-21 school year. Additional strategies were required, however, to close the gap for those who needed more support. To this end, a model was created during distance learning to bring small group cohorts of students on to campus with caring adults. Target students included our English Learners, our students with special needs, and our students needing specific academic and social emotional support. We leveraged several types of adult mentors, from classified professionals to teachers and administrators, ensuring that we could accommodate the diverse range of student needs. Participating students reported a renewed sense of hope and connectedness and we saw evidence of that sentiment through an improvement in work completion and grades.

Another target group of students that needed a customized intervention in the 2020-21 school year were our seniors in danger of not graduating. Not only were these students missing out on the traditional elements of celebration and camaraderie inherent in a senior experience, but they were also expected to successfully wrap up their high school academic experience with limited adult interaction and support. This group provided us the perfect opportunity to leverage a newly revamped Student Attendance Review Board (SARB) process, one where the paradigm was flipped from punitive sanctions to supportive solution-finding. Through this process, district administrators partnered with families and school site teams to provide student-specific community resources, counseling support, and home visits as needed. The results spoke for themselves: 87 of the 89 students in this program graduated at the end of the year, and many cited the SARB process for their success. For those who did not graduate in June, we expanded and perfected an existing senior summer program that allowed seniors to continue working in the summer toward their graduation goal. Teachers, counselors, and administrators worked tirelessly to move students through remaining coursework, phone banking and conducting home visits to motivate students and to help them see what was possible. 112 of 127 participating students graduated at the end of this summer program, and the district as a whole saw an uptick in its overall graduation rate from 94.5% to 95.2% in one of the most difficult school years our seniors have ever faced.

The 2020-21 school year provided CNUSD with countless lessons and so much of our learning will carry forward into non-pandemic years. We learned that, although the fully virtual option was a necessity due to COVID-19, we will always have students that thrive and perform in that environment. As a result, we continue to offer a robust virtual program to our families now and in the foreseeable future. We are also learning that transforming to a 1:1 district is having a profound impact on our instruction and the way we consume curriculum. As we navigate several curriculum adoptions over this and coming school years, we are seeing the paradigm shift away from adopting physical textbooks,

toward adopting digital materials which provide flexibility in several instructional environments. This positions us nicely for any potential future closures, where teachers will quickly be able to pivot to at-home instruction if the need presents itself. Additionally, the reimagined nature of professional learning that the pandemic inspired is here to stay. No longer will the limitations of a substitute teacher pool dictate what type and how much professional learning we can offer. We will continue to chunk the experiences, both synchronous and asynchronous, in ways that allow teachers flexibility while maximizing the opportunities for implementation.

When it comes to the support of our at-promise students, the pandemic has provided several lessons for how we might amplify our efforts to meet students where they are. For example, through the implementation of small group cohorts we learned the value of in-person support from a trusted adult, and we have decided to continue this model beyond the pandemic to support specific student needs as well as to facilitate credit recovery at the high school level. We also learned what is possible when we walk alongside our seniors in the home stretch of their senior year, and we will continue our SARB and senior summer programs, paying close attention to the impact educators make when they show they care by conducting home visits and providing motivational guidance.

The pandemic, while challenging, has provided a myriad of learnings which resulted in positive programmatic change. The success of these new practices will ensure that they persist into future years and beyond.

Reflections: Identified Need

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

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2021 California School Dashboard. However, Corona-Norco Unified continues to take an active role in addressing the districts greatest needs and performance gaps.

CNUSD saw growth in student performance, however, we identified two key areas of need to support closing learning gaps for our students.
1. Literacy and Math gaps
Based on the results from fall to winter universal screeners, of the 82% of the students in grades K - 12 who completed a Reading Screener, 76% showed growth. 28% grew at a faster rate than expected. 24% of students showed no growth.
Based on the results from fall to winter universal screeners, of the 79% of the students in grades K - 12 who completed a Math Screener, 58% showed growth. 24% grew at a faster rate than expected. 42% of students showed no growth.

Through stakeholder input and the results from the FastBridge Universal Screeners for Reading and Math, we were able to identify an immediate need to address Literacy and Numeracy gaps. Out of this analysis, we developed a plan to institute a Science of Reading training plan for all teachers beginning with K-2 followed by grades 3 - 6. Over the next several years, we will be adding training to include secondary disciplinary literacy as a way to help support literacy across all content areas. The data, both qualitative and quantitative, revealed the need for math training. With the new K-8 math textbook adoption rolling out, we have begun to infuse some of the needed training for all K - 8 teachers regarding math instruction.

2. Social-Emotional needs

Based on the results from fall to winter universal screeners, of the 69% of the students in grades 2 - 12 who completed the Social-Emotional-Academic Behavior Screener, we saw that at least 25% of our students needed social emotional support. Through stakeholder input and the results from the FastBridge Universal Screeners for Social-Emotional-Academic Behaviors, we offered a variety of opportunities throughout the year for teachers to attend training on Trauma-Informed lessons including a district wide initiative to have every staff member attend an introductory Trauma-Informed training. Throughout the year additional trainings were provided to administrators to support leading this work.

These two big areas will continue to be addressed into the coming year through a robust professional learning plan with an overarching theme of first best instruction. The entire plan is built on the MTSS framework.

LCAP Highlights

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

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

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

- LCAP Advisory Committee: A committee comprised of various community stakeholders representing various interests and subgroups. This committee met regularly to review and analyze data leading to the identification of LCAP priorities and to discuss progress on programs specified in the LCAP.
- Student Voice: Feedback and recommendations were provided by our intermediate and high school students regarding focus areas and program expansion.
- District English Learners Advisory Committee (DELAC), Superintendent's Parent Advisory Committee (SPAC) and the Community Advisory Committee (CAC): District committees representing our diverse educational partners provided input and feedback to support the LCAP.
- Community Survey: Input was collected through a community survey distributed to all of our families.

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

1. Academic Excellence: Ensure all students have opportunities to achieve a high level of academic success.
2. College and Career Readiness: Provide every student the knowledge and skills needed to obtain a post-secondary education, enter the workforce, and to compete in a global economy.
3. Student Safety and Well-being: Provide all students the tools, resources, and support they need to manage mental health challenges and be safe physically and emotionally.

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

Pupil Outcomes
Goal 1: Academic Excellence
Programs/Services that will begin in 2022:
- Additional elementary assistant principals
- Para-educator support for all kindergarten classrooms
- Site intervention teachers on special assignments
- Foster and Homeless supports
- Communications department multi-media specialist
- IT office assistant to oversee chromebooks

Ongoing programs/services in this area include:
- Additional maintenance personnel to maintain facilities
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Intervention support for literacy at highly impacted elementary schools
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support of the Genius Squad
- Instructional technology and educational software for the classroom
- EdTechnicians (School site teachers) to support the implementation of educational technology at the school site
- Implementation of a Learning Management System to support personalized learning in the future
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Supplemental science and math materials to support the implementation of Next Generation Science Standards and new curriculum
- Support for our Communications office to effectively inform our community
- Comprehensive visual and performing arts program for elementary students (VAPA)

- School allocations for supplemental support of at-risk students
- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals – to support schools with high need
- Additional Dual Language Immersion teachers
- Intervention programs to support improvement in mathematics
- Literacy initiative to support student reading proficiency by the end of third grade
- Supplemental materials to support at risk students
- Additional translators to support communication with English Learner parents
- AVID K-12
- Quality ELD implementation
- Special Education and foster youth support
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school

Conditions of Learning
Goal 2: College and Career Readiness
Programs/Services that will begin in 2022:
- Student transcript management program for transition to post-secondary

Ongoing programs/services in this area include:
- Provide a CTE graduate follow up system
- Expansion of high demand, high wage CTE/STEM pathways
- Contracting to employ a CTE medical pathway consultant
- Coordinator support and training to place students in CTE pathways
- Professional development for CTE teachers
- Monitoring and support for at-risk students in CTE courses
- CTE director, RCOE teachers, and additional CNUSD teachers to support CTE and STEM programs
- Increase of articulation agreements
- Implementation and continued support of a STEM program and Project Lead the Way (PLTW) in high schools and intermediate schools
- Student support for Advanced Placement and International Baccalaureate
- Student support for Dual Enrollment
- Puente Program & Umoja at the HS level

Engagement
Goal 3: Student Safety and Well-being
Programs/Services that will begin in 2022:
- Three additional school nurses
- Additional counselors, allowing for each elementary site to have full-time support

- Care Solace
- Gaggle
- Additional MTSS TSA
- Homeless counselor
- Athletic support

Ongoing programs in this area include:
- Continued improvement of student attendance through support of SART and SARB processes
- Implementation of character education programs to support students
- Expansion of Multi-tiered Systems of Support (MTSS)
- Employment of Safety and Violence Prevention Counselors
- Employment of School Resource Officers
- TK-12 counselors to support the social-emotional aspect of student needs
- Dedicated counselor to support Foster Youth
- Employment of STEPS aides to support young children in building positive social skills
- Parent nights to support school programs and involvement
- Family and community engagement support
- Implementation of the CNUSD Parent Center with personnel
- Personnel to support the mental health of our students most in need (Wrap Services)
- School nurses
- Suicide prevention program to support student mental health and well-being
- Academic Saturday School

Comprehensive Support and Improvement

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

Schools Identified

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

Corona-Norco Unified School District has one school eligible for Comprehensive Support and Improvement, Orange Grove High School, a continuation setting.

Support for Identified Schools

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

Prior to the pandemic, Orange Grove High School qualified for Comprehensive Support and Improvement (CSI), and has continued to qualify as a CSI school for the 2022-23 school year. Orange Grove Alternative High School supports students who have encountered difficulties in

their lives. These students have experienced significant setbacks in their lives including trauma, drug abuse and violence. The school supports students in grades 9 through 12 and focuses on social emotional learning as well as academics. Many students' difficulties in their lives intensified during the pandemic with loss of loved ones, increased anxiety, and loss of jobs. As a result of these factors and more, the barrier to learning increased for all students. Remote learning during the pandemic made it difficult to engage with students and as students returned to school site, the intensified needs were seen. Upon initial qualification, a team from the district office and Orange Grove High School worked collaboratively to review data that led to CSI qualification and to design a process for engaging educational partners in the planning process for CSI. Bi-monthly meetings are held with the school to monitor progress and to provide support and partnership. These meetings will continue until the school exits CSI.

During the development and implementation of the initial Comprehensive Support and Improvement plan, stakeholder engagement was a critical component. Orange Grove continues to engage diverse groups of stakeholders in analysis and discussions around school data to get to the root causes of the barriers to learning for students. Stakeholders have met and will continue to meet in teams to talk through their ideas for improvement and provide recommendations and feedback. These stakeholders include parents, teachers, counselors, paraeducators, ELAC, School Site Council and students.
The initial process included the following questions which will be revisited again in the 2022-23 school year:

- Describe the data sources used
- Findings (Here's what?)
- Possible Reason for finding (So What?)
- Need Based on Finding (Now what?)

This process allowed for in-depth conversation regarding conditions and obstacles to learning at the site as well as possible solutions that would support the students and their learning. The data used is graduation rates, chronic absentee rates, credit attainment and suspension and expulsion rates along with a study of offenses. Information from the School Accountability Report Card including ethnicities, socioeconomic data, rates of English Learners and special education status was also reviewed. Finally, academic data was studied using formative and summative assessments as well as grades. At the start of the 2022-23 school year, when the spring state testing results are released, a team including educational partners will review the latest data to revisit the improvement plan and determine further student needs and means to best address them.

The root cause analysis process done in the previous year, and the current one in progress, determined that students entering Orange Grove Alternative High School bring with them, and continue to bring with them, the dual situation of behavioral issues and long-term academic deficits. The result of the pandemic has only increased these casual factors. We have seen an increase in learning loss as well as an increase in behavioral issues which has negatively impacted the suspension and expulsion cases. These incidences have predominately been from drug and alcohol related violations and physical altercations. Using an empathetic interview process, students continue to have long-term struggles in their lives. Multiple and complex childhood trauma continues to be a common theme and the behaviors/academic performance of Orange Grove students align with symptomology of trauma coupled with a lack of protective factors in their home lives. Based on the root cause analysis processes done the past and currently in process, research-based recommendations from educational partners include:

- Staff training on social emotional learning strategies

- Provide personal counseling (consultant agreement)
- Provide substance abuse information to students and get them further supports through possible things such as CareSpace through RCOE
- Provide additional academic support for students through the implementation of intervention specialists and tutors
- Implement AVID strategies in academic classes and provide AVID classes.
- Continued Professional development for teachers
- Adding activities such as clubs to build community and confidence in students to be student leaders.
- Increase student health and wellness through the calming room and additional outside resources.

As part of the analysis process school resource needs continue to be identified as additional personnel, instructional materials, and funding. Support will be provided with ongoing LCFF Supplemental funding, Title I funding and other state and federal funding available to the site.

The continued inequities at Orange Grove High School are: lack of hope, the need for academic remediation and foundational academic skills, an understanding of post-secondary environments, and a lack of basic necessities. The following are part of the school CSI plan:

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

Monitoring and Evaluating Effectiveness

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

Collaboration is a hallmark of the work done in CNUSD. As the district and Orange Grove High School move more deeply into the CSI plan, discussions will be held between LEA staff and school staff regarding formative and summative data to gauge student progress. Bi-monthly meetings will be held to ensure a continuous monitoring cycle and full implementation of the CSI plan. Using different data points throughout the school year, actions will be revisited and revised with educational partners to see if there is a need to initiate a new action, revise an action, or possibly eliminate an action to the plan. Continued staff development will be provided in order to build capacity to reach to the root causes of problems of practice at the site. District and school staff will meet with the school community through the representation at School Site Council to discuss the process of continuous improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ongoing Input and engagement from our educational partners is paramount to the creation of a transparent LCAP that focuses on the needs of our unduplicated students. To this end, CNUSD has established a thorough process to engage with our diverse community throughout the year to ensure that we are able to understand the perspectives and respond to the needs of the staff and families across our 51 schools.

LCAP Advisory Committee
The LCAP Advisory Committee is composed of forty eight (48) members equally representing our various educational partners (parents, classified, certificated and management). Members of each group are intentionally selected to ensure representation of all student groups, grade spans and geographic areas of CNUSD's diverse district. This diverse groups of parents are selected from, and represent, our District English Learner Advisory Committee (DELAC), Parents of African American Students Advisory Committee (PAASAC), Community Advisory Committee (CAC) and PTA. Additionally, CNUSD's Parent Center recommends parents for participation. Classified members are selected by CSEA, our classified bargaining unit, and include a diverse representation of our staff. Certificated members are selected by CNTA, our local bargaining unit, and includes teacher representation from elementary, intermediate and high school. Additionally, nurses and psychologists are represented as well. The management representation includes site principals representative of our diverse communities from elementary, intermediate and high school and also includes district leadership.

Educational partner input through the LCAP Advisory Committee is ongoing throughout the year beginning in September. The first meeting with the individual stakeholder groups was held via Zoom to facilitate orientation to the LCAP and to allow for questions in the smaller groups. Half day meetings were held in person with the entire committee on 10/21/21, 11/18/21, 12/8/21, 2/9/22, 2/23/22, 3/10/22, and 3/23/22. During the first full group meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each stakeholder group as well as the themes that emerged. The remaining meetings included presentations on key actions and services within the LCAP and were rooted in qualitative and quantitative data. All meetings were designed to be interactive to allow the committee time to delve deeply into current programs, and provide input in the form of recommendations for the revision of the LCAP. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion. Feedback was gathered from the committee about current implementation and areas of focus for the future principally directed toward the unduplicated students in CNUSD. This valuable input allowed the district to garner the perceived strengths, opportunities, considerations and clarify any questions. This information was transcribed and given to the LCAP Advisory Members as a record of the meeting and for future use in setting priorities and recommendations for the upcoming LCAP. The last meeting provided the committee an opportunity to evaluate each action and service within the current LCAP, prioritizing actions to increase, or decrease, and allowed for proposals of any additional actions not yet included in the LCAP to principally support unduplicated students.

Educational Partner Groups
As part of the CNUSD comprehensive outreach to the community for input and feedback, opportunities were provided for this essential task with the Superintendent's Parent Advisory Council (SPAC), the District English Learner Advisory Committee (DELAC), and the Special Education Local Plan Area (SELPA) administrator. As was mentioned, these committees/groups have representation on the LCAP Advisory

Committee which augments their voice and brings the group's specific perspective to the discussions in the committee meetings. The SPAC met virtually several times throughout the year with the final meeting (3/16/22) dedicated to discussion of the LCAP and the gathering of their important input to support the development of the LCAP. The CNUSD DELAC meets monthly to discuss significant issues for English Learners and to provide input for the revision of the LCAP. Each year one meeting (4/15/22) is dedicated to the discussion of the LCAP and the gathering of input used to formulate specific actions in the LCAP to assist English Learners. Ongoing consultation with the CNUSD SELPA administrators provides an understanding of the needs of our students on IEPs and recommendations on what resources are needed to meet that need. This consultation takes the form of discussions with SELPA personnel as well as a specific meeting with the Special Education Community Advisory Committee (CAC) which was held on 4/18/22. The CAC is comprised of parents of students with disabilities and community members. Input from each of these groups was collected for each goal and included the following three questions: What did you hear that resonates with you to support (Academic Achievement, College and Career Readiness Student Safety and Wellbeing)? Are there any supports that we should consider adding? and Do you have any questions or concerns about actions shared?

Student Input Forums
Targeted student feedback was also gathered through virtual meetings held with intermediate and high school students that were selected to represent the diverse makeup of their sites.

Further feedback was provided through the LCAP and Strategic Plan Community Engagement Survey that was provided to all educational partners which included all parents, staff and community members within CNUSD. This digital survey engaged our families on a variety of academic and engagement questions and provided and opportunity for them to submit additional feedback and comments through free response options. We received 1,720 responses this year and plan to increase participation in this survey next year.

A draft of the 2022-23 LCAP was posted on the CNUSD webpage for community review 72 hours prior to the public comment hearing at the June 14, 2022 Board Meeting. This posting included a link for educational partner feedback. All community members were notified of the public posting through our bi-weekly community newsletter sent out on June 10.

Extended Cabinet, Local Bargaining Units, and Executive Cabinet feedback
Members of extended cabinet engaged in a walkthrough of all educational partner feedback. Activities included a review of the input and analysis of recommendations in relation to the 2022-23 proposed budget. A meeting was also held with members of both bargaining associations to conduct a similar review of LCAP recommendations. Executive cabinet held additional meetings to synthesize all LCAP recommendations and provided direction on the creation of the 2022-23 LCAP for Board review and approval.

A summary of the feedback provided by specific educational partners.

As can be seen, input for the development of the LCAP was gathered from a diverse group of community and stakeholders. Analysis of this feedback has provided insight into the needs of the CNUSD community. This analysis included identification of trends in the data and was used to build the 2022-2023 LCAP. Below is a reflection of the input and recommendations that were provided the CNUSD community.

Student recommendations were thoughtfully provided and included:

- Mental health advocacy - a leadership class to promote mental health advocacy
- Classes and programs to help grow both parents and students on the issues of mental health
- Programs for first generation students to motivate, help, support, and encourage them to pass classes, go to college, and get involved with school activities
- Clubs for ELD students to get them more involved with their school
- Increased funding for arts and adding them to CTE track
- Helpful to have CTE courses in the summer
- Space where foster youth can meet one another and talk about shared experiences
- Program to improve learning skills such as communicating with others (4C's)

The responses from the DELAC included:
- Leadership development
- Support for at-risk students
- Career counseling
- Summer School
- Supports for math and science
- Technology supports
- AVID
- Visual and Performing Arts
- Support for literacy - early literacy TSAs at all sites
- Academic Saturday School
- Parent awareness of IB, AP and CTE programs available for students
- Smaller class sizes
- Counselors - bilingual
- Dual enrollment
- Parent Center

Consultation with the CNUSD SELPA reveal the following recommendations:
- Additional tutoring and intervention support so that students meet the grade level standards
- Specific supplemental materials to support students to academic success
- Credit recovery
- Teacher and aide supports in all TK & kindergarten classes
- Preschool for all
- Foster Youth mentoring programs
- Parent Center supports
- AP/IB supports
- CTE pathways

Feedback from the Superintendent's Parent Advisory (SPAC) included:
- Saturday School
- Summer School
- Professional development for both certificated and classified employees will support students
- Add VAPA in grades 1-3
- AVID at all levels and sites
- Increase staffing with mental health counselors
- Career counseling
- Character development programs
- Additional security on campus
- Parent resources to help students in emotional crisis

The LCAP Advisory Committee made the following recommendations:
Increase:
Goal 1
- AVID
- Primary language support
- Technology refresh
- Software support
- High Quality Professional Learning for certificated and classified staff
- Induction support
- Summer School
- VAPA
- Early literacy support

Goal 2
- AP/IB supports for at risk students
- School connectedness and leadership programs
- Dual enrollment
- CTE offerings at all sites

Goal 3
- Character education programs
- Multi-tiered Systems of Support (MTSS)
- Counseling support
- School nurses
- Suicide prevention

- Family, community partnerships
- Academic Saturday School

Add:
- Full-time assistant principals at all elementary sites
- Class size reduction
- Homeless counselor
- Expanded translations services in multiple languages
- Mentor programs
- Additional security and SROs

Through engaging our community inclusive of parents, teachers, classified, administration, and students CNUSD has a clear picture of the needs and direction of the district's educational partners. Upon analysis of the detailed input from the committees/groups mentioned above, the following themes emerged.

* High Quality Instruction/Academic Supports

Early literacy support reduced class size, professional learning focused on effective instruction to meet student needs, tutoring/small group support, K-12 summer school, on demand tutoring, after school programs, MTSS supports for Tier I & II, para-educators to support student learning, supplemental resources for homeless youth, digital supports for students, access and equity to devices for all, educational technology support, and reliable infrastructure

* Language Acquisition
Supports to assist EL students in reclassification, expanded dual Language Immersion, bilingual assistants, EL supports,

* College and Career Readiness
AVID, Dual Enrollment, summer summer school, credit recovery, expanded CTE pathway offerings, career counseling

* Safe Learning Environment and School Connectedness
Safe classrooms and sanitation, School Resource officers and security, assistant principals, athletics, VAPA

* Home and Family Partnerships
Expanded community partnerships, additional parent trainings/engagement opportunities to support student achievement, continued parent/teacher and community communication, expanded translation services, transparency with community through ongoing communication campaigns and messaging on multiple platforms

* Mental Health/SEL Supports
Additional counseling services, additional STEPs aides, MTSS supports for Tier I & Tier II , mentoring programs, character education

programs

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on data analysis and recommendations from constituents there were increased services for several actions and additional actions were added. A review of existing actions within the LCAP was conducted resulting in the elimination of some actions, and/or a reduction in others that may have been overbudgeted.

The results of the pandemic over the past two years have highlighted the needs of CNUSD students. Every advisory group that provided input spoke to the academic needs in literacy and math and the need for additional support through intervention, both in school, after school, on Saturdays, and during the summer. To that end, additional dollars will be allocated to early literacy and math supports as well as summer school. Over the past two years state and federal grants have been utilized to supplement after school and summer school programs, but as they come to a close these activities will need to be supported though the district LCAP. Our educational partners are keenly aware that college and career readiness begins in kindergarten and support at these early grades is imperative to ensure that the foundational skills are mastered so that students are prepared for success in future grades. To support this, and enhance our early literacy focus, paraeducators will be provided in every TK and kindergarten classroom. Additional intervention TSAs will also be added to elementary schools with the highest needs. Additional assistant principals will be hired to increase support focused on student learning and well-being for underperforming and disadvantaged (unduplicated) students.

Transparency with community through ongoing communication campaigns and messaging is imperative. Input from our educational partners reinforces the desire to have timely, accurate, and up-to date information disseminated through multiple media channels. A Communications Department multi-media specialist will be added to ensure that information is kept current on all platforms.

Mental health was a recurring theme in all meetings and the need for counseling support for students was a priority. Additional counselors will be added to allow every elementary site to have a full time counselor. A district level counselor dedicated to serving the needs of our homeless students will also be added. A teacher on special assignment (TSA), previously funded from a grant, will be funded in LCAP to assist with the continued rollout of MTSS. Additionally, Care Solace, which ensures communities can access reliable, ethical and high-quality mental health care services, and Gaggle, a program that helps K-12 districts see the early warning signs so they can take action to protect students from harming themselves or others, will be added to the 2022-23 LCAP. Three additional nurses will be added to support students across the district. Lastly, funding for each comprehensive high school to support the athletic program will be provided to ensure that foster youth, English learners and socio-economically disadvantaged students have fair access to school sports programs.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In aligning with our districts Strategic Plan we have outlined a need to close the identified opportunity gap by providing additional supports to students who are not yet meeting academic standards or have experienced learning loss. We believe that each student should have a consistent learning experience with a baseline of services for each student. Additionally, there is a need to provide a variety of learning options to best meet the individual needs of our students and families. Ensuring that the district has systems and processes that are aligned with the districts value of inclusion and research-based best practices to increase equitable outcomes for students and staff are critical. Employee training at all levels is needed to ensure that this is implemented systemwide. The actions and services in this goal are provided to support and impact increased student achievement in ELA and Math and increase graduation rates for all students.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Special Education - 21.62 % * RFEP - 71.51 %				
Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC Math State Priority 4	CAASPP Data - Fall 2019 * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income (now Socio-economically Disadvantaged (SED)) - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 %	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.			* Overall - 49.8 % * Hispanic - 42.33 % * English Learners - 20.02 % * SED - 39.38 % * Foster Youth - 26.30 % * African American - 41.84 % * Special Education - 20.83 % * RFEP - 52.53 %
The percentage of pupils who have successfully completed courses that satisfy the requirements for	2019 - 2020 - Q SIS * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 %	2020 - 2021 - (Data Source: DataQuest) (Data source - Q SIS for RFEP)			* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * SED - 55.43 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
entrance to the UC or CSU. (i.e. Completed A-G).	* Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 % * Special Education - 9.54 % * RFEP - 60.09 %	* Overall - 52.9 % * Hispanic - 44.0 % * English Learners - 18.7 % * SED - 40.3 % * Foster Youth - 10.5 % * African American - 52.5 % * Special Education - 12.8 % * RFEP - 60.09 %			* Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 %
State Priority 4	2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 57.00 % * Hispanic - 48.6 % * English Learners - 23.1 % * Low Income (now Socio-Economically Disadvantaged (SED)) - 46.0 % * Foster Youth - 28.6 % * African American - 57.3 % * Special Education - 13.2 % * RFEP - 56.85 %				Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 60 % * Hispanic - 52 % * English Learners - 30% * Low Income (now Socio-Economically Disadvantaged (SED)) - 52 % * Foster Youth - 35 % * African American - 61 % * Special Education - 20 % * RFEP - 63 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in AP Tests State Priority 4	2019 - 2020 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 71.36 % * Hispanic - 66.51 % * English Learners - 51.64 % * RFEP - 72.46 % * Low Income (now Socio-economically Disadvantaged (SED)) - 67.79 % * Foster Youth - 50.00 % * African American - 56.57 %	2020 2021 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) * Overall - 64.44 % * Hispanic - 58.12 % * African American - 53.77 % * English Learners - 50.94 % * RFEP - 62.8 % * SED - 60.14 % * Foster Youth - 50.00 %			* Overall - 74.36 % * Hispanic - 72.51 % * English Learners - 57.64 % * RFEP - 78.46 % * SED - 73.79 % * Foster Youth - 56.00 % * African American - 62.57 %
Percentage of unduplicated students scoring 3 or better on at least one AP exam. State Priority 4	2019 - 2020 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 61.07 % * Hispanic - 54.99 % * RFEP - 60.48 %	2020 - 2021 - Percentage of unduplicated students scoring 3 or better on at least one AP exam (Data Source: - Collegeboard and Q SIS) * Overall - 52.31 % * Hispanic - 47.41 % * African American - 38.57 %			* Overall - 64.07 % * Hispanic - 60.99 % * RFEP - 66.48 % * SED - 59.51 % * Foster Youth - 66.00 % * African American - 57.75 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Low Income (now Socio-economically Disadvantaged (SED)) - 53.51 % * Foster Youth - 60.00 % * African American - 51.75 %	* RFEP - 50.81 % * SED - 46.33 % * Foster Youth - 33.33 %			
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. State Priority 4	CAASPP Data - Fall 2019 * Overall - 66.67 % * Hispanic - 59.79 % * English Learners - 14.97 % * Low Income (now Socio-economically Disadvantaged (SED)) - 57.38 % * African American - 59.62 % * RFEP - 70.37 %	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.			* Overall - 69.67 % * Hispanic - 65.79 % * English Learners - 20.97 % * SED - 63.38 % * African American - 65.62 % * RFEP - 73.37 %
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. State Priority 4	CAASPP Data - Fall 2019 * Overall - 39.93 % * Hispanic - 30.56 % * English Learners - 8.36 % * Low Income (now Socio-economically	2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19			* Overall - 42.93 % * Hispanic - 36.56 % * English Learners - 14.36 % * SED - 34.73 % * African American - 37.18 % * RFEP - 44.42 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged (SED)) - 28.73 % * African American - 31.18 % * RFEP - 38.42 %	Pandemic, the CAASPP Assessments were not administered.			
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 DataQuest * Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8% 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) * Overall - 94.5 % * Hispanic - 94.1 % * African American - 97.6 % * English Learner - 86.5 %	2020 - 2021 (Data Source: DataQuest) * Overall -95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%			* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * Special Education - 96.8% Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall -95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Low Income (now Socio-economically Disadvantaged (SED)) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6%				* Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87%
EL Reclassification Rate State Priority 4	2020- 2021 - EL Reclassification Rate (Data Source: DataQuest) 12.6%	2021 - 2022 - EL Reclassification Rate (Data Source: DataQuest) 13.2%			15%
Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC State Priority 4	California School Dashboard - Fall 2019 50.00 %	2020 - 2021 - ELPI Data (Data Source:https://www.ca schooldashboard.org/r eports/3367033000000 00/2021) Due to the COVID-19 Pandemic, the ELPI was not calculated. In the absence of the ELPI, the Summative ELPAC scores are provided for 2020-			56.00%

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High quality staffing	a. Highly trained teachers will provide rigorous instruction and support services daily
Funding through: LCFF $280,267,802

b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites.
Funding through: LCFF $33,993,986

c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.
Funding through: LCFF $78,581,168 | $392,842,956.00 | No |
| 1.2 | Access to standards aligned instructional | a) All students will have sufficient textbooks and instructional materials. | $30,424,576.00 | No |

Action #	Title	Description	Total Funds	Contributing
	materials and facilities that are maintained in good repair	Funding through: LCFF $3,310,404 b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair Funding through: LCFF $26,577,047 Funding through: LCFF Supplemental $537,125		
1.3	High quality professional learning will be made available to all certificated staff	Provide all teachers with professional learning on research-based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional learning can include capacity building, leadership training and site based professional learning. Walk through protocols will be employed to support and improve instruction for ELs, FY and LI students. Data will be used to identify future areas of need professional learning. Funding through: LCFF Supplemental	$1,600,000.00	Yes
1.4	High quality professional learning will be made available to all classified staff	Provide up to 12 hours of PD to classified staff deployed throughout the district in strategies to support the implementation of CCSS and student safety and wellness. Funding through: LCFF Supplemental	$220,000.00	Yes
1.5	High quality professional learning will be made available to all special education staff staff	Teachers will be provided professional development to support the specialized instruction for Students with Disabilities Funding through: LCFF	$33,909.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Instructional support and coaching	Continue to support the educational process for At-Risk EL students with additional personnel (i.e. Teachers on Special Assignment - TSAs). The educational process for English learner students will be supported with additional personnel to support instruction, model lessons and coach. Professional development specifically on language acquisition across content areas will be provided to teachers to meet the needs of the EL students. Funding through: LCFF Supplemental $362,893 & TIII $320,366	$683,259.00	Yes
1.7	Intervention support and instructional coaching	The educational process for At-Risk students will be supported at the school site with additional personnel (Teachers on Special Assignment - TSAs) to deliver professional development, model lessons and provide direct intervention support to students not yet meeting standards in literacy and math. Funding through: LCFF Supplemental $1,950,719 & TI/TII $717,691	$2,668,410.00	Yes
1.8	Data analysis	Support the schools in analysis of student data to inform and impact instruction. Provide personnel for additional coaching support to the schools in data analysis. Funding through: LCFF Supplemental	$281,185.00	Yes
1.9	Educational technology hardware and software will be provided to all sites and supported	Provide access & support to technology to enhance student learning (CCSS) and digital integration. Technology funding to refresh instructional technology in the classrooms to ensure all teachers have devices that are no more than 5 years old. Additional IT technicians	$1,324,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
	through professional development and staff	will be provided to assist with the educational technology support and an IT office assistant will support the 1:1 devices. Funding through: LCFF $104,799 and LCFF Supplemental $1,219,422		
1.10	Site educational technology support	With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Teachers at each school site, "Ed-technicians," will be paid additional hours to train colleagues and support technology at the school sites. Funding through: LCFF Supplemental	$30,000.00	Yes
1.11	Access to instructional software and support	Incorporate the use of computer software into the classroom (i.e. Nearpod, Discovery Media, VMWare, Zoom, Screencastify, Turnitin). Continue to provide and expand access to a digital assets that increase digital literacy and allow students to enrich their learning experience through digital creation. Additional IT technicians will be provided to assist with the educational technology support. Funding through: LCFF Supplemental	$1,428,025.00	Yes
1.12	Learning Management System	As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. Funding through: LCFF Supplemental	$186,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Access to technology	Support the implementation of 1:1 student devices by maintain the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students that do not have adequate internet access in their home. Funding through: LCFF Supplemental	$2,600,000.00	Yes
1.14	Assessment support	With the implementation of the district's Comprehensive Assessment Plan, schools have the need for support with onsite training and support with data analysis to support differentiation and targeted instruction. Site teachers called "Genius Squad" will be trained and time carded extra hours support their grade level teams. Funding through: LCFF Supplemental	$224,252.00	Yes
1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Induction support providers will provide coaching and support to new teachers resulting in highly qualified teachers. Funding through: LCFF Supplemental	$709,996.00	Yes
1.16	Summer and after school support for at-risk students: Unduplicated and credit deficient	a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.	$4,124,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental $1,600,000 & ASES State Funds of $2,524,521		
1.17	NGSS science support	The purchase of supplemental science materials will continue for the elementary schools so that they can implement the cross cutting NGSS lessons and new curriculum adoptions. Funding through: LCFF Supplemental	$90,000.00	Yes
1.18	Community engagement - Communications	Provide a strategic communications plan to increase community engagement and two-way communication between the district, administration, staff, students, parents and the community with a focus on disadvantaged (unduplicated) and underserved students and their families. Additional staffing including multi-media specialists will be provided. Funding through: LCFF $793,150 & LCFF Supplemental $517,301	$1,310,451.00	Yes
1.19	Comprehensive Visual and Performing Arts program for Elementary Schools.	Nine VAPA teachers will provide high quality, standards-aligned lessons in visual arts, performing arts and music for all 4-6th grade students districtwide. These lessons are provide 4-6 teachers with release time for planning, lesson preparation, and collaboration with colleagues to refine instructional practices to increase student achievement. By offering students these enrichment opportunities, students are more engaged and are given a well-rounded education. Funding through: LCFF Supplemental	$1,247,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.20	Provide additional support to foster youth TK-12	a. Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet five times a year to receive safety information, gain information and access to tutoring, and visit colleges. b. Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring and events to support school connection. Funding through LCFF Supplemental $20,000	$20,000.00	Yes
1.21	Funding for at-risk students, EL (including RFEP), SED and Foster Youth.	Provide additional allocations to all school sites to support the learning and well-being of unduplicated students based on academic, social-emotional and behavioral data. Sites will detail their plans of support within their annual School Plans for Student Achievement. Funding through: LCFF Supplemental	$2,400,379.00	Yes
1.22	Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio-economically disadvantaged and foster youth	Provide additional support for English learners, socioeconomically disadvantaged, and foster youth students with the reduction of class sizes. Funding through: LCFF Supplemental	$1,355,937.00	Yes
1.23	Additional staffing for elementary and intermediate schools to support	Additional teachers will be assigned to elementary and intermediate schools in the Corona Circle City area to maintain lower class sizes. Maintaining additional teachers will provide greater opportunity to differentiate instruction to meet the learning needs of students from	$6,046,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unduplicated students in the Corona Circle City schools	unduplicated and targeted populations (Foster/Homeless, EL, SED, Hispanic, African American, and SWD) to ensure academic achievement, meeting grade-level standards, and preparedness for the next grade level. Funding through: LCFF Supplemental		
1.24	Additional staffing at the high school level to support unduplicated students	Provide additional support for English learners, socioeconomically disadvantaged, and foster youth students at the high school level to implement interventions. Additional FTE's will be provided to support interventions at high schools during the school day to include English learners (including RFEP), Socioeconomically disadvantaged, and foster youth. Funding through: LCFF Supplemental	$1,967,590.00	Yes
1.25	Dual Immersion teachers	Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students. Funding through: LCFF Supplemental	$565,840.00	Yes
1.26	Assessment and intervention supports will be provided in ELA and Math	Materials and online software will be provided that include online diagnostics and adaptive lessons in the areas of math and ELA to support first best instruction. Funding through: LCFF Supplemental	$856,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.27	Mathematics support	Supplemental math materials will be purchased to enhance the core curriculum and provide intervention supports for students most in need. Funding through: LCFF Supplemental	$550,000.00	Yes
1.28	Literacy support	a. A Literacy coordinator will support professional learning in the Science of Reading. Funding through: LCFF Supplemental b. Support all students not performing at grade level in reading; particularly those who are not reading at grade level by third grade Funding through: LCFF Supplemental	$591,041.00	Yes
1.29	Supplemental materials to support at-risk or unduplicated students	Supplemental materials will be provided to support the academic achievement of at-risk and/or unduplicated students Funding through: LCFF Supplemental	$300,000.00	Yes
1.30	Action intentionally left blank			
1.31	AVID program K-12	a. Personnel will support the improvement of the academic programs focused on at-risk populations through AVID K-12 Funding through: LCFF Supplemental b. Continue current AVID program and increase AVID access to support English learners, socioeconomically disadvantaged, foster youth, students with disabilities and ethnic subgroups. Implement AVID at elementary in schools with 59% or more unduplicated Student	$2,128,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counts. Monitor progress of students in AVID, particularly RFEP students. Funding through: LCFF Supplemental		
1.32	Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations	Provide additional interpreters/translators to support parent involvement in the educational process. Funding through: LCFF Supplemental	$173,177.00	Yes
1.33	Support for English learners and other at-risk or unduplicated Students	Support personnel for English learner students, socioeconomically disadvantaged, and foster youth students. Support personnel will continue to address the specific needs of EL students (including RFEP), socioeconomically disadvantaged and foster youth students. Funding through: LCFF Supplemental	$646,469.00	Yes
1.34	Support for students with disabilities	Provide support to SWD students with Program Specialists and other support personnel. Students with disabilities will be supported with additional personnel. Funding through: LCFF	$1,572,944.00	No
1.35	Additional support for students with disabilities	Provide instructional assistants for SWD students where needed to support the instructional process. Instructional assistants will support SWD students based on need. Funding through: LCFF	$20,018,951.00	No

Action #	Title	Description	Total Funds	Contributing
1.36	Primary language support	Bilingual instructional assistants will be provided to support language acquisition for students needing additional support, including primary language support. Upon enrollment parents may select program options which include Structured Language Immersion (SEI), Dual Language Immersion (DLI) and English Language Mainstream (ELM) instruction with appropriate language supports. Funding through: LCFF Supplemental	$2,100,128.00	Yes
1.37	Action intentionally left blank			
1.38	Credit recovery	Credit recovery courses are offered at all of the comprehensive high schools based on need. Credit recovery courses help to improve graduation rates, A-G completions rates, and college and career readiness. Funding through: LCFF Supplemental	$223,454.00	Yes
1.39	Adult Education - Concurrent enrollment	Provide additional opportunities for students to graduate high school through Adult Education programs with concurrent enrollment. Funding through: LCFF Supplemental	$156,461.00	Yes
1.40	Assistant Principals	Additional assistant principals at the elementary level will be added focused on improving student achievement. Further this support will focus on reducing chronic absenteeism, discipline and suspension rates for SED, EL, and FY students.	$1,877,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental		Yes
1.41	Early literacy classroom support	Paraeducators will be provided to support kindergarten classrooms. This support will be principally directed to ensure unduplicated students are at grade level and prepared for first grade. Funding through: LCFF Supplemental	$2,420,000.00	

Goal Analysis [2021-22]

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

CNUSD did not have any substantive differences in planned actions and implementation of actions within the 2021-22 school year.

Through the combined supports provided in Goal 1 of the LCAP, CNUSD experienced many successes in the 2021-22 school year. Professional learning continued to be very important as teachers and students returned to school full time after nearly 2 years of pandemic conditions. Intervention teachers on special assignment were instrumental in working with our students in greatest academic need and were able to provide intervention support during the school day to help lesson learning gaps. AVID strategies were implemented K-12 to reinforce organizational skills that may have been lost during remote learning. Two sessions of summer school were offered allowing students the ability to take up to 30 credits. Credit recovery opportunities provided within the LCAP were doubled using grant funding and were key to ensuring that our students were provided every opportunity to retake classes to ensure an on time graduation as well as improve their A-G eligibility. Throughout the pandemic, and during this school year, our Communications department ensured that our staff and community had timely and accurate information. With the changing conditions throughout these past 2 years the weekly communications that were sent out were invaluable.

Challenges in implementing the actions and services in Goal 1 were in large part due to staffing. Shortages in both classified and certificated staff impacted our ability to hold professional learning in person during the day, cover classrooms and classified positions for illness, and support students for interventions.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions is noted as follows:

* Negotiated raises increased costs for personnel funded in the following actions: 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.15, 1.16, 1.17, 1.18, 1.19, 1.22, 1.23, 1.24, 1.25, 1.26, 1.30. 1.31, 1.32, 1.33, 1.34, 1.36, 1.38, 1.39
* Action 1.5, Professional development for special education, was not fully spent as costs were offset by one-time grants intended for the same purpose
* Additional funding was provided in Action 1.21, to provide school sites with additional funding to provide additional supports for at-risk unduplicated students identified from their local needs assessment

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

Goal 1 was focused on ensuring that all students have opportunities to achieve a high level of academic success. While the impacts of the pandemic are still being felt throughout the organization, indicators show that students in CNUSD are being successful in various areas as measured by the available data. The actions and services included within Goal 1 worked together to positively impact student achievement. In 2021 CNUSD saw growth in our English learner reclassification rate from 12.6% to 13.2%. Additionally, graduation rate increased from 94.5% to 95.2%. Credit recovery opportunities were doubled through combined LCAP and grant funding to ensure that students in grades 9-12 met the requirements to graduate and meet A-G requirements. Due to the pandemic, the CAASPP assessments were not administered in the 2020-21 school year, however, local indicators in ELA and math, as measured by Fastbridge Universal Screeners, show positive student growth in both areas.   While we celebrate this, we acknowledge that these areas are still an identified area to support closing the learning gaps for our students. CNUSD continues to have great success in the implementation of its professional learning for all staff. Our professional learning division and teachers on special assignment continue to offer a variety of trainings, both in person and virtually to ensure that our staff are highly trained in all content areas, trauma informed instructions and social-emotional learning supports, as well as in maximizing the use of technology in the classroom.

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

CNUSD updated/adjusted two metrics within this goal due to revised data definitions. The following metrics were updated and the desired outcomes were adjusted based on the revised baseline:

1. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G).
2. Increase High School Graduation Rate   (Four-year Adjusted Cohort Rate)

After consulting with our educational partners several additions were made to actions and services within this goal. Additionally, some actions were combined or eliminated and dollars added to actions for targeted support. Changes within goal 1 include:

1. Additional Teachers on Special Assignment (TSA) were added to action 1.7 as part of our 3 year pan to provide a part-time intervention TSA at every elementary site
2. An IT office assistant was added to action 1.9 to oversee and manage district chromebooks
3. A math and science coordinator in action 1.17a was removed and will be funded from other sources. Funding for this position was moved to action1.28a to fund a Literacy coordinator
4. A Communications department multi-media specialist was added to action 1.18 to support effective communication with our staff and community
5. AVID Personnel costs from action 1.30 were moved and are now included as 1.31a in the existing AVID Program action
6. Dollars allocated in action 1.37, Additional supports for at-risk students, were added to action 1.27, Intervention support in mathematics and 1.37 was eliminated
7. The title to action 1.38 was changed to credit recovery to better represent the work being done within the action
8. Action 1.40, Assistant Principals, was added focused on improving student achievement, and reducing chronic absenteeism, discipline and suspension rates for unduplicated students
9. Action 1.41, Early literacy classroom support, was added to support kindergarten classrooms in ensuring that all students are provided a strong academic foundation

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students earning College and Career Readiness. State Priority 8	California School Dashboard, Additional Reports 2020 * Overall - 53.1 % * Hispanic - 44.5 % * English Learners - 14.2 % * Low Income (now Socio-economically Disadvantaged (SED)) - 43.3 % * Foster Youth - 24.4 % * African American - 47.1 %	California School Dashboard, Additional Reports 2021 (Data Source: https://www6.cde.ca.gov/californiamodel/cciireport2021?year=2021&cdcode=33670333&scode=&reporttype=schools) Due to the COVID-19 Pandemic, the			* Overall - 56.1% * Hispanic - 50.5% * African American - 53.1% * English Learners - 20.2% * SED - 49.3% * Foster Youth - 30.4 % * Special Education - 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Special Education - 13.0 %	College and Career Readiness indicator was not calculated.			
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G).

State Priority 4 | 2019 - 2020 Data Quest

* Overall - 58.75 %
* Hispanic - 50.57 %
* English Learners - 18.12 %
* Low Income (now Socio-economically Disadvantaged (SED)) - 49.43 %
* Foster Youth - 29.63 %
* African American - 58.67 %
* Special Education - 9.54 %
* RFEP - 60.09 %

2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP)

* Overall - 57.00 %
* Hispanic - 48.6 %
* English Learners - 23.1 % | 2020 - 2021 - (Data Source: Data Quest) (Data source - Q SIS for RFEP)

* Overall - 52.9 %
* Hispanic - 44.0 %
* English Learners - 18.7 %
* SED - 40.3 %
* Foster Youth - 10.5 %
* African American - 52.5 %
* Special Education - 12.8 %
* RFEP - 60.09 % | | | * Overall - 61.75 %
* Hispanic - 56.57 %
* English Learners - 24.12 %
* SED - 55.43 %
* Foster Youth - 35.63 %
* African American - 64.67 %
* Special Education - 15.54 %
* RFEP - 63.09 %

Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP)

* Overall - 60 %
* Hispanic - 52 %
* English Learners - 30%
* Low Income (now Socio-Economically Disadvantaged (SED)) - 52 % |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* SED - 46.0 % * Foster Youth - 28.6 % * African American - 57.3 % * Special Education - 13.2 % * RFEP - 56.85 %				* Foster Youth - 35 % * African American - 61 % * Special Education - 20 % * RFEP - 63 %
Percentage of pupils who have successfully completed Career Technical Education sequence of courses or programs of study that align with state board approved Career Technical Education standards and frameworks. (i.e. CTE Completer is a two year sequence of courses and/or 300 hours.) State Priority 4	CA School Dashboard - 2020 * Overall - 14.74% * Low Income (now Socio-economically Disadvantaged (SED)) - 13.49% * English Learner - 13.24% * Special Ed - 25.00% * Hispanic – 13.98% * African American - 9.28% * Homeless – 4.40% * Foster Youth – 22.22%	CA School Dashboard, additional reports - 2021 (Data Source: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) * Overall - 15.5 % * Hispanic – 13.7 % * African American - 11.0 % * SED - 12.8 % * English Learner - 10.9 % * Special Ed - 16.8 % * Homeless – 7.1 % * Foster Youth – 4.5 %			* Overall - 17.74% * Hispanic – 19.98% * African American - 15.28% * SED - 19.49% * English Learner - 19.24% * Special Ed - 28.00% * Homeless – 10.40% * Foster Youth – 25.22%
Count and percentage of the students (grade 11 and 12) who	2020-2021 (Data Source: Q - SIS / PowerBI Report)	2020-2021 (Data Source: CA School Dashboard			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduated prior to the end of the 2020-2021 school year and students enrolled as grade 12 on the last day of the 2020-2021 school year who have completed a CTE pathway AND A – G coursework. Adjusted metric definition: Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or	Total number of eligible students = 4262 * Overall - (433) 10.16 % * Hispanic - (180) 8.06 % * English Learners - (5) 1.55 % * Low Income (now Socio-economically Disadvantaged (SED)) - (120) 6.98 % * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 % * RFEP - (91) 9.08 % *Adjustment - New metric required by the state. Moving forward the data will come from the CA School Dashboard Additional Reports.	Additional Reports - https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) (Data Source for RFEP: Q - SIS / PowerBI Report) Total number of eligible students = 4321 * Overall - (436) 10.1 % * Hispanic - (180) 8.0 % * African American - (24) 8.3 % * English Learners - (7) 1.8 % * SED - (163) 6.8 % * Foster Youth - (1) 4.5 % * Special Education - (7) 1.3 % * RFEP - (91) 9.08 %			* Overall - 10.91% * Hispanic - 9.56 % * African American - 9.70 % * English Learners - 3.05 % * SED - 8.48 % * Foster Youth - 7.75 % * Special Education - 2.55% * RFEP - 10.58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pass) in the capstone course. State Priority 4					
Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000)	2019-2020 (Data Source - Q Class Enrollment Analysis) * Overall - 7840* * Dual Immersion - N/A * Hispanic - 4,486 * African American - 525 * Low Income (now Socio-economically Disadvantaged (SED)) - 3,096 * Foster Youth - 57 * SPED - 1,171 * EL - 695 * RFEP - 1,736 * Male - 5,297 * Female - 3,093 *This metric is reported in student numbers. 2019-2020 Adjusted Baseline	2020 - 2021 (Data Source - Q Class Enrollment Analysis) * Overall - 7,763 * Dual Immersion - N/A * Hispanic - 4,122 * African American - 446 * SED - 3,182 * Foster Youth - 28 * SPED - 1,021 * EL - 2,688 * RFEP - 1,700 * Male - 4,817 * Female - 2,946 *This metric is reported in student numbers.			Overall - 8075* Dual Immersion - 10 Hispanic - 4621 African American - 541 SED - 3189 Foster Youth - 59 SPED - 1206 EL - 716 RFEP - 1,788 Male - 5,456 Female - 3,186 *This metric is reported in student numbers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Data Source - Q Class Enrollment Analysis) * Overall - 7,607* * Dual Immersion - N/A * Hispanic - 4,486 * African American - 525 * Low Income (now Socio-economically Disadvantaged (SED)) - 3,096 * Foster Youth - 57 * SPED - 1,171 * EL - 2414 * RFEP - 1,474 * Male - 5,297 * Female - 3,093 *This metric is reported in student numbers.				
Number of Career Technical Education students earning Industry Certification.	2018-2019 (NOTE: 2019-2020 Data not available due to pandemic school closures.) (Data Source: Q - SIS / PowerBI Report) *Overall - 774 * Dual Immersion - 6	2020 - 2021 (Data Source: Q - SIS / PowerBI Report) *Overall - 1,827 * Dual Immersion - * SED- * English Learner - * RFEP - * Special Ed -			* Overall - 805 * Dual Immersion - 7 * SED - 265 * English Learner - 24 * RFEP - 160 * Special Ed - 48

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Low Income (now Socio-economically Disadvantaged (SED) - 255 * English Learner - 23 * RFEP -153 * Special Ed - 46 * Hispanic - 302 * African American - 42 * Homeless - 0 * Foster Youth - 0 * Female - 375 * Male - 399	* Hispanic - * African American - * Homeless - * Foster Youth - * Female - * Male - * Due to an error in the data collection process in the 2020-21 school year, disaggregated data is not available. Corrections have been made to the process to ensure disaggregated data is available to report.			* Hispanic - 314 * African American - 44 * Homeless - 2 * Foster Youth - 2 * Female - 390 * Male - 415
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 Data Quest * Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - * African American - 98.3% * Special Education - 93.8%	2020 - 2021 (Data Source: Data Quest) * Overall - 95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%			* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * Special Education - 96.8% Revised Desired Outcomes:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) * Overall -94.5 % * Hispanic - 94.1% * African American - 97.6% * English Learner - 86.5% * Socio-economically Disadvantaged (SED) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6%				Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall -95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90% * Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87%
AP, IB OR college course success rate	2019 - 2020 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income (now Socio-economically	2020 - 2021 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report) Overall - 92.49% Hispanic - 88.76 % African American - 88.94% EL - 83.02 % SED - 87.7 %			* Overall - 96.71% * Hispanic - 100.0% * EL - 89.51% * SED - 100.00% * Foster Youth - 86.33% * African American - 96.48% * RFEP - 96.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged (SED)) - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.	Foster Youth - 50.00 % RFEP - 88.54% *Due to the COVID-19 Pandemic, IB testing was waived for the 2020 - 2021 school year. Therefore, the data reported does not include IB scores.			
AP, IB OR college course participation	2019 - 2020 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 27.47% Hispanic- 21.0% EL - 7.65% Low Income (now Socio-economically Disadvantaged (SED)) - 20.87% Foster Youth - 5.83% African American - 23.73% RFEP- 30.57%	2020 - 2021 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report) Overall- 19.58% Hispanic- 15.15% EL - 3.14% SED - 13.55 % Foster Youth - 2.47% African American - 23.73% RFEP- 20.05%			* Overall- 30.47 % * Hispanic- 27.0 % * EL - 13.65 % * SED - 29.87 % * Foster Youth - 11.83 % * African American - 29.73 % * RFEP - 33.57 %

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE data development and tracking	CNUSD will utilize Qualtrics to refine the CTE data collection tools to obtain additional, cleaner data. Data will be aggregated for the district and disaggregated for the comprehensive high schools and the individual high school student. Funding through: LCFF Supplemental	$15,000.00	Yes
2.2	CTE professional development	Participation in industry visits and conferences, PBL, WBL, externships, ACTE, and content-specific professional educational organizations. Funding through: CTEIG and K12SWP	$250,000.00	No
2.3	CTE pathway development, expansion and maintenance	For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. Funding through: LCFF Supplemental $30,000 & CTEIG and K12SWP $2,250,000	$2,280,000.00	Yes
2.4	CTE student leadership development (CSTO)	Student leadership is one component of a highly effective CTE program. Students, in particular, English Learners, Low Income students and Foster youth will be encouraged to participate in	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership development and competitive events of their curricular student youth organization (FBLA, FCCLA, FFA, HOSA, SkillsUSA) Funding through: LCFF Supplemental $25,000 & CTEIG and K12SWP $250,000		
2.5	CTE business and industry involvement	The following business and industry meetings will be held throughout the year: six industry sector advisory committees; two CTE/STEM Academy advisory committees; one districtwide industry advisory committee; and four IEDRC quarterly and industry sector advisory committees. Funding through: CTEIG and K12SWP	$135,000.00	No
2.6	CTE student post-secondary attainment	Increase articulation agreements with the local community colleges. Increase the number of CTE courses that are accepted as entrance requirements (a-g) by the UC system. Funding through: LCFF Supplemental	$20,000.00	Yes
2.7	CTE high quality staff	Staff to monitor and oversee District CTE Programs. Additional Teachers hired to support implementation of CTE classes and pathways. Funding through: LCFF Supplemental $1,716,738 & CTEIG and K12SWP $425,000	$2,141,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	AP/IB supports for at-risk and unduplicated Students	Provide additional support for students taking Advanced Placement classes to include student intervention support, additional instructional materials and summer preparation classes. Funding through: LCFF Supplemental	$448,258.00	Yes
2.9	Provide additional programs for school connectedness and student well being for unduplicated students	The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies. Funding through: LCFF Supplemental	$40,000.00	Yes
2.10	Dual enrollment	Support Dual enrollment with Norco College by building student interest in the program, supporting students with registering for college classes and with successful performance in those classes. Funding through: LCFF Supplemental	$40,000.00	Yes
2.11	Career counseling	Usage of the CaliforniaColleges.edu online platform to provide specific services to intermediate and high school students to prepare them for college and career through guidance lessons and resources. The platform provides high school seniors a launching vehicle for college applications and the federal application for financial aid (FAFSA). Funding through: LCFF Supplemental	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Parchment	A transcript management program for transition to post secondary education. Proper documentation and reporting ensures that students receive full credit for their effort as it relates to graduation credits and A-G attainment. This eliminates the barriers for our unduplicated students to attend post-secondary schooling. Funding through: LCFF Supplemental	$50,000.00	Yes

Goal Analysis [2021-22]

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

There were not any substantive differences in planned actions and actual implementation for LCAP funded actions within Goal 2 of the 2021-22 LCAP. A substitute shortage impacted the availability of professional development opportunities for CTE teachers. As a result, action 2.2, CTE Professional Development, which is funded through CTE grants, was not fully spent.

CNUSD is proud of the CTE growth in pathway completers (5.16%), program participation (2.0%) and industry certifications earned (141%). Additionally the planning, development and implementation of a successful CTE media and promotion campaign contributed to the improvement of the CTE student achievement data. The greatest challenge to improving student academic success for goal two was due to virtual learning experiences and lack of staffing as a result of the pandemic.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions is noted as follows:

* Negotiated raises increased costs for personnel funded in the following actions: 2.7 - 2.8

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

As a result of the specific actions in CTE, offerings were expanded and the pool of CTE courses receiving A-G credit was augmented as well. This is reflected in 10.1% of our student population completing a CTE pathway while satisfying the A-G requirements, and this percentage is higher than both the county and state average. In addition, participation in CTE programs increased from 2019-20 to 2020-21 for Socially Economically Disadvantaged and EL students, and completion of CTE pathways increased both both of those groups as well as Special Education students. Of students taking either AP or college classes, 92.49% saw course success (defined as a C- or better in course), which outpaces the success rates in traditional high school courses. Enrollment in AP and college courses was down 8% from the prior year and will be a focus moving into next year.

The percentage of students who completed a CTE pathway increased by 5.16% from 2020 to 2021, and student participation slightly decreased by 0.98% (77 students) from 2020 to 2021. These small percent changes indicate there were no substantive differences in actions 2.1-2.7, and 2.11 (Career Technical Education action items).

Reflections on prior practice suggest the need to revisit a heavy focus on recruitment of our unduplicated populations for the Advanced Placement (AP) and Dual Enrollment programs as both programs saw an enrollment decline in the pandemic.

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

CNUSD updated/adjusted three metrics within this goal due to revised data definitions. The following metrics were updated and the desired outcomes for #1 and #3 were adjusted based on the revised baseline:

1. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G).
2. Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000)
3. Increase High School Graduation Rate (Four-year Adjusted Cohort Rate)

There were not any changes made to the planned goals, or desired outcomes. Parchment, a student transcript management program for transition to post-secondary education, was added as action 2.12. Based upon reflections of prior practices and the local/regional labor market, an HVAC pathway is being added at Pollard High School, a business pathway will be started at Orange Grove High School, cybersecurity pathways will begin at Centennial and Roosevelt High Schools. These will all be included within the existing action 2.3.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Foster Youth - 15.7% * African American - 1.0% * Special Education - 5.5%	* Foster Youth - 18.5 % * Special Education - 2.1 %			
Maintain or Decrease the Pupil Suspension Rates Priority Area 6	2019 - 2020 CALPADS/ Q (SIS) * Overall - 2.62% * Hispanic - 2.8% * English Learner - 3.24% * Low Income (now Socio-economically Disadvantaged (SED)) - 3.33% * Homeless - 4.35% * Foster Youth - 13.28% * African American - 5.25% * Special Education - 4.73% *Due to the Pandemic, the Suspension Rate is through March 13, 2020.	2020 - 2021 (Data Source: CALPADS/Q - SIS) * Overall - 0.1 % * Hispanic - 0.1 % * African American - 0.3 % * English Learner - 0.1 % * SED - 0.2 % * Homeless - 0.0 % * Foster Youth - 0.8 % * Special Education - 0.3 %			* Overall - 1.87% * Hispanic - 2.05% * African American - 4.5% * English Learner - 2.49% * SED - 2.58% * Homeless - 3.6% * Foster Youth - 10.28% * Special Education - 3.98%
Maintain or Decrease the Pupil Expulsion Rates	2019 - 2020* (Data Source: Data Quest)	2020 - 2021 (Data Source: Data Quest)			0.10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority Area 6	0.10% *Due to the Pandemic, the Expulsion Rate is through March 13, 2020.	0.0 %			
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5	2019 - 2020 Data Quest * Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8% 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall -94.5 % * Hispanic - 94.1% * African American - 97.6%	2020 - 2021 (Data Source: Data Quest) * Overall -95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5%			* Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * Special Education - 96.8% Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest) * Overall -95 % * Hispanic - 95% * African American - Maintain or increase from 97.6% * English Learner - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* English Learner - 86.5% * Socio-economically Disadvantaged (SED) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6%				* Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87%
Maintain or Decrease the Chronic Absenteeism rate for students in grades K - 8 Priority Area 5	2019 - 2020* CALPADS/ Q (SIS) * Overall - 5.51% * Hispanic - 6.41% * English Learner - 5.75% *Low Income (now Socio-economically Disadvantaged (SED)) - 7.75% * Homeless - 27.32% * Foster Youth - 14.11% * African American - 6.94% * Special Education - 7.80% *Due to the Pandemic, the Chronic Absenteeism Rate is	2020 - 2021 (Data Source - CALPADS/ Q (SIS) * Overall - 8.89% * Hispanic - 11.52% * African American - 12.43% * English Learner - 14.1% * SED - 13.63% * Homeless - 21.82% * Foster Youth - 16.76% * Special Education - 12.69%			* Overall - 2.51% * Hispanic - 3.41% * African American - 3.94% * English Learner - 2.75% * SED - 4.75% * Homeless - 21.32% * Foster Youth - 8.11% * Special Education - 4.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	through March 13, 2020.				
Maintain or Increase the overall attendance rate for grades K - 12 Priority Area 5	2019-2020 CALPADS/ Q (SIS) * Overall 95.77%	2020 - 2021 (Data Source - CALPADS/ Q (SIS) * Overall 96.16%			* Overall - 97.27%
Increase the percentage of students responding favorably to the Local SEL Survey *Originally the local survey used was the CORE survey via Panorama. We have switch to the California Healthy Kids Survey. Priority Area 6	4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 70.5% Sense of Belonging 70.5% Support for Academics 77.5% Safety 68.5% 2019 - 2020 - Adjusted Baseline (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_1920_Elem_CHKS.pdf Secondary - https://data.calschls.or	2020 - 2021 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Unified_2021_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Unified_2021_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable School Connectedness - 73% Social and emotional learning supports -			4th, 7th, 8th Grades Student Survey - Percent Favorable Knowledge of Fairness 76.55 % Sense of Belonging 76.55% Support for Academics 83.5 % Safety 74.5 % Revised Desired Outcomes: Elementary - Grade 5 Percent Favorable School Connectedness - 81% Social and emotional learning supports - 83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
g/resources/Corona-Norco_Unified_1920_Sec_CHKS.pdf)	75%	Feel Safe at School - 83%			Feel Safe at School - 86%
	Elementary - Grade 5 Percent Favorable	Students treated with respect - 91%			Students treated with respect - 93%
	School Connectedness - 75%	Secondary - Grades 7, 9, and 11 Percent Favorable			Secondary - Grades 7, 9, and 11 Percent Favorable
	Social and emotional learning supports - 77%	School Connectedness Grade 7 - 65% Grade 9 - 59% Grade 11 - 54%			School Connectedness Grade 7 - 75% Grade 9 - 68% Grade 11 - 61%
	Feel Safe at School - 80%	Academic motivation Grade 7 - 68% Grade 9 - 59% Grade 11 - 55%			Academic motivation Grade 7 - 84% Grade 9 - 78% Grade 11 - 74%
	Students treated with respect - 87%	Caring adult relationships - Grade 7 - 63% Grade 9 - 52% Grade 11 - 53%			Caring adult relationships - Grade 7 - 68% Grade 9 - 63% Grade 11 - 63%
	Secondary - Grades 7, 9, and 11 Percent Favorable	School perceived as very safe or safe Grade 7 - 75% Grade 9 - 70% Grade 11 - 66%			School perceived as very safe or safe Grade 7 - 77% Grade 9 - 68% Grade 11 - 60%
	School Connectedness Grade 7 - 69% Grade 9 - 62% Grade 11 - 55%				
	Academic motivation Grade 7 - 78% Grade 9 - 72% Grade 11 - 68%				

2022-23 Local Control Accountability Plan for Corona-Norco Unified School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Caring adult relationships - Grade 7 - 62% Grade 9 - 57% Grade 11 - 57% School perceived as very safe or safe Grade 7 - 71% Grade 9 - 62% Grade 11 - 54%				
Parent Involvement - Numbers of parents represented are inclusive of unduplicated students and students with exceptional needs. These parents attended workshops, trainings and gave input in surveys.	2020 - 2021 Parent Center Reporting 14,486	2021-2022 Parent Center Reporting 18,588			20,486
Parent Satisfaction Climate Survey School is an inviting place to learn Revised metric - LCAP and Strategic Plan Community Engagement Survey:	2019 - 2020 88%	2021 - 2022 92.8% of the participants responded favorably (Strongly Agree and Agree)			94% Revised Desired Outcome: 95% of the participants responded favorably (Strongly Agree and Agree)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school environment is an inviting place for my child to learn.					
Parent Satisfaction Climate Survey School encourages students of all races to enroll in challenging courses Revised metric – LCAP and Strategic Plan Community Engagement Survey: Importance of CTE courses that satisfy A - G required courses for UC/CSU eligibility	2019 - 2020 69% New Baseline 2021 - 2022 90.8% of the participants responded favorably (Very Important and Important)	2021 - 2022 90.8% of the participants responded favorably (Very Important and Important)			75% Revised Desired Outcome: 94% of the participants responded favorably (Very Important and Important)
Parent Satisfaction Climate Survey School welcomes parent input and contribution Revised metric –	2019 - 2020 67%	2021 - 2022 87.7% of the participants responded favorably (Strongly Agree and Agree)			73% Revised Desired Outcome: 92% of the participants responded favorably (Strongly Agree and Agree)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP and Strategic Plan Community Engagement Survey: Does the school welcome parent input and contributions?					
Teacher Satisfaction Survey Welcoming environment at the school site Revised metric - LCAP and Strategic Plan Community Engagement Survey: How aware are you of the mental health and wellness supports available for your student at school?	2019 - 2020 94% New Baseline 2021 - 2022 62.5% of the participants responded favorably (Very Aware and Aware)	2021 - 2022 62.5% of the participants responded favorably (Very Aware and Aware)			97% Revised Desired Outcome: 66.5% of the participants responded favorably (Very Aware and Aware)
Teacher Satisfaction Survey Safe school and classroom environment	2019 - 2020 95%	2021 - 2022 79.7% of the participants			98% Revised Desired Outcome:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Revised metric - LCAP and Strategic Plan Community Engagement Survey: At school, how safe does your student feel both physically and social emotionally?	New Baseline 2021 - 2022 79.7% of the participants responded favorably (Very Safe and Safe)	responded favorably (Very Safe and Safe)			85% of the participants responded favorably (Very Safe and Safe)
Teacher Satisfaction Survey Developing a school site anti-bullying plan that addresses bullying at all levels Revised metric - LCAP and Strategic Plan Community Engagement Survey: The school family engagement activities support learning outside the classroom.	2019 - 2020 92% New Baseline 2021 - 2022 80.9% of the participants responded favorably (Strongly Agree and Agree)	2021 - 2022 80.9% of the participants responded favorably (Strongly Agree and Agree)			95% Revised Desired Outcome: 85% of the participants responded favorably (Strongly Agree and Agree)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SART and SARB	Re-engage students to support their academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by using a tiered SART system with a Tier 3 SARB Process. Funding through: LCFF Supplemental	$10,000.00	Yes
3.2	Social Emotional Learning & Character Education	Increase student engagement, equity, academic readiness, social/emotional wellness- reduce disproportionality, and promote healthy behavioral expectations by implementing and supporting a systematic Tier 1 TK-12 Social Emotional Learning and Character Education Programs with behavior expectations, and positive behavior intervention, as a common assurances in each school. Funding through: LCFF Supplemental	$50,000.00	Yes
3.3	Intentionally left blank	Intentionally left blank		
3.4	Intentionally left blank	Intentionally left blank		
3.5	Multi-Tiered System of Supports	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by implementing, coaching, supporting, and oversite of a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need. CNUSD will transition from consultant support to internal coaching including a Coordinator, Certificated Staff on Assignment (MTSS Coaches), and classified staff support. Funding through: LCFF Supplemental	$681,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Academic Saturday School	Increase attendance, academic achievement and access by providing Academic Saturday School Intervention. Funding through: LCFF Supplemental	$300,000.00	Yes
3.7	Intervention Counselors	Increase student engagement, equity, academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by providing Tier 3 intervention counselors and intervention counselor services to the neediest students at our high schools. Funding through: LCFF Supplemental	$865,057.00	Yes
3.8	Intentionally left blank	Intentionally left blank		
3.9	Intentionally left blank	Intentionally left blank		
3.10	Intentionally left blank	Intentionally left blank		
3.11	Intentionally left blank	Intentionally left blank		
3.12	School Resource Officers	Increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by providing School Resource Officers (SRO) at each comprehensive High school to support a safe school	$1,189,880.00	No

Action #	Title	Description	Total Funds	Contributing
		environment. Funding through: LCFF Supplemental		
3.13	EL Tier 3 Continuation Counselor	A counselor focused on English learners at Orange Grove High School will support students demonstrating chronic behaviors and develop a tiered transition plan which will assist students with transitioning back to their comprehensive high school. Funding through: LCFF Supplemental	$86,797.00	Yes
3.14	Counseling	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing comprehensive TK-12 counselors, including a counselor for each elementary school for a consistent student experience. Funding through: LCFF Supplemental	$4,849,100.00	Yes
3.15	Foster & Homeless Support	Two counselors will be assigned to support Foster and Homeless Youth. Funding through: LCFF Supplemental	$338,592.00	Yes
3.16	Tier 3 Wrap Around Services	Increase student engagement, equity, academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors of our neediest students by providing contracted Tier 3 mental health and wrap around services and service linkage to our	$280,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and families. This may include contracted services and/or district staff. Funding through: LCFF Supplemental		
3.17	School Nurses	Promote student wellness, social/emotional wellness, promote healthy habits, and provide care for our students by hiring and supporting school nurses and contracted health services. (This includes 3 new positions). Hearing and Vision screening will be provided. Funding through: LCFF $1,336,977 and LCFF Supplemental $925,547	$2,262,524.00	Yes
3.18	STEPS Aides	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing all elementary schools with well-trained classified STEPS Aides to provide Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs. Funding through: LCFF Supplemental	$551,676.00	Yes
3.19	UNITY	To increase student engagement, equity, inclusion, and social emotional growth through providing secondary students Experiences through the UNITY program, UNITY Camps, Unity Forums, and related student Experiences. Funding through: LEA MAA	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.20	Tier 3 Mental Health Supports	Increase intensive mental health support to ensure resources are available to all students. This would include intensive services such as therapy, care linkage, and other services (Care Solace, Gaggle, etc). Funding through: LCFF Supplemental	$284,000.00	Yes
3.21	Tier 2 Interventions and Mentorship	Increase group and tier 2 mental health and mentoring supports to ensure resources are available to students in need. This would include services such as mentorship and group counseling (Rescue a Generation, group intervention, etc). Funding through: Expanded Learning Opportunities Grant	$450,000.00	No
3.22	Increase Family, Community, and School Partnerships	Maintain and staff the CNUSD Parent Engagement Center to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental	$902,886.00	Yes
3.23	Family Engagement Programs	Implement family engagement programs that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics. Establish community partnerships that link students and families to mental health and community resources Funding through: LCFF Supplemental	$83,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.24	Intentionally left blank	Intentionally left blank		
3.25	Intentionally left blank	Intentionally left blank		
3.26	Intentionally left blank	Intentionally left blank		
3.27	Intentionally left blank	Intentionally left blank		
3.28	Intentionally left blank	Intentionally left blank		
3.29	Athletics	To provide equity across the district's schools, and ensure that foster youth, English learners and socio-economically disadvantaged students have access to school sports programs, each comprehensive high school will be allocated $50,000 to allow more opportunities and options for unduplicated students to engage in team competition. Funding through: LCFF Supplemental	$250,000.00	Yes

Goal Analysis [2021-22]

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

CNUSD did not have any substantive differences in planned actions and implementation for the 2021-22 school year. Some of the successes we have experienced this past year is successfully hiring and utilizing existing staff to further the work of MTSS. Additionally more students were served with mental health supports, counseling, mentoring, and other wellness initiatives. Our Parent Center saw a large increase in parents who came in for various levels of support with their students. Our districtwide increase of counselors at every elementary school site meant that there were more students served in Tier 1 and Tier 2 interventions to help them access instruction. Challenges

included a lack of outside contractors to secure WRAP services for our students. While we widened the STEPS program across campuses, we did run into the challenge of finding classified staff to hire for these social emotional programs.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures of some actions is noted as follows:

* Negotiated raises increased costs for personnel funded in the following actions: 3.5, 3.7, 3.13, 3.14, 3.15, 3.17, 3.18, 3.22

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

Implementation of additional mental health supports, counselors, and structures for our neediest students were evident through these action items. Our principally directed students and student body as a whole has had Tiered interventions that assisted in their academic and social-emotional development upon our return from the pandemic. The addition of 13 counselors created a significant increase to the amount and intensity that students could be seen for Tier 1 and Tier 2 interventions. The mentoring program we established was recognized by the State Superintendent as a model program and has led to positive outcomes in attendance and a reduction of maladaptive behaviors.

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

CNUSD updated/adjusted one metrics within this goal due to revised data definitions. The following metrics were updated and the desired outcomes were adjusted based on the revised baseline:

1. Increase High School Graduation Rate (Four-year Adjusted Cohort Rate)
2. Change in the survey used to monitor student wellbeing from Core via Panorama to California Healthy Kids Survey
3. Parent Satisfaction Climate Survey and Teacher Satisfaction Climate Survey were changed to a LCAP and Strategic Plan Community Engagement Survey. There were 6 data points included and reported out to support our progress toward reaching our goal around student safety and well-being.

After consulting with our educational partners several additions were made to actions and services within this goal. Additionally, some actions were combined or eliminated and dollars added to actions for targeted support. Changes within Goal 3 include:

1. Tier I experiences for students, action 3.3 was removed as these activities will be funded from other sources.
2. Universal Screeners, funded in action 3.4 was removed as CNUSD is utilizing a screener through our existing assessment platform.
3. Actions 3.8-3.11 were removed from the 2022-23 LCAP as no funding was attached in prior LCAP. These actions will continue to be funded through alternate sources.
4. Additional counselors are funded under action 3.14 to ensure that every elementary school has full time counseling support.

5. An additional district counselor was added to action 3.15 to support CNUSD homeless students.
4. Action 3.20 was renamed Tier 3 Mental Health Supports and Care Solace and Gaggle were added as supports within this action.
5. Action 3.21, Hearing and vision, was removed and added to action 3.17. Action 3.21 was renamed Tier 2 Interventions and Mentorship.
6. Actions 3.24 - 3.28 were removed and the services added in action 3.23, Family engagement programs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
53,291,685	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.74%	0.00%	$0.00	10.74%

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

Required Descriptions

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

All actions being provided to an entire school, or across the entire district were developed with the needs of foster youth, English learners, and socio-economically disadvantaged students first. Through evaluation of the data and engagement with our community inclusive of parents, teachers, classified, administration, and students, CNUSD has a clear picture of the needs and direction of the district's educational partners. After a thorough analysis of available data and educator partner input the following themes have emerged: High quality instruction/academic supports, Language Acquisition, College and Career Readiness, Safe Learning Environment and School Connectedness, Home and Family Partnerships, Mental Health/SEL Supports.

High Quality Instruction/Academic Supports

After assessing the needs, conditions, and circumstances of our socio-economically disadvantaged (SED), English learner (EL), and foster youth (FY) students, we have learned that the academic performance of these groups of students is significantly lower than the academic performance rate for all students. The most recent CAASPP data from 2019 shows that in ELA 61.48% of all students met or exceeded standard while the performance level for our SED students was 49.05%, EL 16.77% and FY 31.90% . In Math, the overall performance at standard was 46.8%. SED students performed at 33.38%, EL 14.02% and FY 20.30%. Graduation rates are also lower for unduplicated students. CNUSDs overall 2021 graduation rate is 93.6, EL 88.0%, FY 70.4% and Homeless 87.0%. An

identified gap also exists in CNUSD's A-G rate. Overall, 52.9% of seniors attained A-G. The A-G rate for SED students is 40.3%, EL 18.7% and FY 10.5%.

After looking at the available data there is a clear need to continue the actions and services to increase and improve services principally directed for our unduplicated students. The data reviewed, input from our educational partners, and research support continuing the actions and services previously included in the LCAP to ensure that students continue to receive high quality instruction and are provided the academic supports needed to meet the standards and perform at high levels.

High quality instruction begins with highly trained staff. The Professional Learning team (Action 1.3-1.4) in CNUSD will provide relevant trainings that are timely and responsive to the needs of our staff. New teachers in CNUSD are supported through a two-year Teacher Induction program (Action 1.15). This in-house program, which currently serves 132 teachers, not only allows teacher to clear their credential, but also provides a high level of support through extensive mentoring, training, collaboration and reflection, leading to best teaching practices. Trainings in differentiated instruction, language acquisition, technology integration, and trauma informed instruction will improve the outcomes of all students, however, the primary intent is to address the needs of unduplicated students. Research supports that professional learning that is intensive, ongoing and connected to practice and includes applications of knowledge to teachers' planning and instruction influences teaching practices and leads to gains in student learning (Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX. National Staff Development Council).

A comprehensive assessment plan was launched in 2021 and is supported through funding in LCAP (Actions 1.8, 1.14, 1.26) to allow for district and site support in analysis of data to drive instruction. The utilization of a universal screener in math, ELA and student well-being assists in identifying students at risk for potential difficulties so that interventions can be provided to support them (Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Sites with high numbers of unduplicated students are provided with an intervention teacher on special assignment (TSA) (Action 1.7). These specialized teachers work principally with unduplicated students who have been identified as one to two grade levels below. Through small group, targeted intervention in foundational reading and math, their support ensures learning gaps are addressed. Like the nation as a whole, CNUSD continues to see a large percentage of students struggle with literacy and the ability to read. In alignment with the state of California and the County Office of Education, CNUSD has committed to ensuring that all students read by 5th grade. Districtwide training in the Science of Reading (Action 1.28) will be provided to all K-6 teachers over the next two years. Additionally, funding has been allocated to provide early literacy supports (Action 1.41) for every kindergarten classroom. (Richard, L., Roob, D., & Cronin, B. (2012). What really matters for struggling readers: Designing research-based programs.)

Funds are also directed to allow for smaller class sizes, (Actions 1.22-1.24), principally in the Corona Circle City, where a large number of our unduplicated students are served. District experience has shown that smaller class sizes allow teachers to differentiate more effectively to meet individual student needs and have been effective in increasing ELA and math scores of unduplicated students on the CAASPP. These

actions will be continued as they are most effective in meeting the needs of our unduplicated students, especially after having spent over a year in remote learning due to the pandemic. Educational partners consisting of certificated and classified staff, administrators, parents and students all advocated to keep class sizes smaller to positively impact the performance of at-risk students. Curricular support in the area of science (Action 1.17, 1.29) and math (Action 1.27) are also funded to supplement the new adoptions in these subjects and ensure that teachers can implement the cross cutting NGSS science and common core math lessons. Research supports that current math and science objectives should be coordinated with activities in the classroom ad lessons in other subject areas so that children can master skills and extend concepts (Teaching Math to Young Children (NCEE 2014-4055)). Supports in technology (Actions 1.9-1.13) will continue to be funded to ensure that our students have access to a laptop and internet, ensuring equity and mitigating the digital divide. (Chandra, S., Chang, A., Day, L., Fazlullah, A., Liu, J., McBride, L., & Weiss, D. (2020). Closing the K–12 digital divide in the age of distance learning. Common Sense and Boston Consulting Group: Boston, MA, USA.) Additionally, the Common Core State Standards require our students K-12 grade to produce and publish standards via web, presentations, video and podcasts. Over and above that, CNUSD continues to see the need to provide LCFF supplemental funds to each school site (Action 1.21) so that they can offer and implement the most effective programs and supports to meet the needs of their unduplicated students. Funds are allocated to each site on a per pupil basis based on the number of unduplicated students enrolled at their school, and are supported through their School Plan for Student Achievement (SPSA). The goals in the SPSA are aligned to those in the LCAP and allow each site to review their individual student achievement data and determine with their educational partners the response to the specific needs of their at-risk students. Site allocations have been most effective in meeting the unique needs of the unduplicated students at risk at each school site.

The actions listed in the narrative above are being provided on an LEA wide basis and with the expectation that all students will benefit. However, because of the significantly lower achievement of unduplicated students, and because the actions meet needs most associated with the experiences of the unduplicated student groups, we expect that our unduplicated students will experience a greater improvement in academic achievement as measured in ELA and math on the CAASPP, and a greater decrease in chronic absenteeism, suspension and expulsion, than the average rate for all other students.

Language Acquisition

After assessing the needs, conditions, and circumstances of our English Learner (EL) students, we find that the academic performance of this group of students is significantly lower than the academic performance of all students. The most recent CAASPP data from 2019 shows that in ELA 61.48% of all students met or exceeded standard while the performance level for our EL students is 16.77% . In Math, the overall performance at standard was 46.8% .   EL students are at 14.02% .   Graduation rates are also lower for EL students. CNUSDs overall 2021 graduation rate is 95.2%. EL students are 88.0%,   An identified gap also exists in CNUSD's A-G rate. Overall, 52.9% of seniors attained A-G.   The A-G rate for EL students is 18.7%. Looking at this data, there is a clear need to continue the actions and services to increase and improve services principally directed at our English learner students.

Actions and services previously included in the LCAP to provide additional support to English learners to increase language proficiency and improve academic outcomes will be maintained and include the following: Instructional coaching for English learners (Action 1.6) and

expanded Dual Language Immersion programs (1.25). Effective instructional coaching that supports a guided, content-based focus is shown to improve the achievement of at-risk students. (Instructional Coaching: Professional Development Strategies That Improve Instruction) Research also shows that long-term outcomes in both ELA and math are higher for English learners in dual language programs (Umansky, I. M., Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms, American Educational Research Journal, 51(5), 879-912.). Supports for English learners and other at-risk students (Action 1.33) will also be provided. We believe that these actions have been most effective in increasing the achievement and reclassification rates for EL students. Evidence of effectiveness has been seen in increased reclassification rates from 12.6% to 13.2% this past school year. The district will continue to support increased academic achievement for English learners as measured by the English Language Proficiency indicator (ELPI), CAASPP scores in ELA and Math and reclassification rates.

College and Career Readiness

After assessing the needs, conditions, and circumstances of our socio-economically disadvantaged (SED), English learner (EL) and foster youth (FY) students, we have identified that on the College and Career Readiness Indicator (53.1% overall) CNUSD's SED, EL and FY students perform lower by 9.8%, 38.9% and 28.7% respectively. Additionally, SED, EL and FY are less likely to complete A-G requirements or take Advanced Placement classes. Looking at this data, there is a clear need to continue the actions and services to increase and improve services principally directed at our unduplicated students to ensure that they are college and career ready.

Actions and service previously included in the LCAP to support college and career readiness for unduplicated students have been effective as measured by increased graduation rates will be maintained. Actions and services include: A robust and rigorous CTE program (Actions 2.1, 2.3, 2.3, 2.4, 2.6, 2.7). The AVID program, offered K-12 (Action 1.31) will be expanded. Research from the Advancement Via Individual Determination, AVID website states "Regardless of their life circumstances, AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them." Additionally, credit recovery (Actions 1.38, 1.39), and AP/IB supports, targeting unduplicated students enrolled in AP/IB classes (Actions 2.8) will continue to be offered. Dual enrollment programs (Action 2.10) which allow high school students to take college courses and earn college credits while still attending high school will be maintained. Research supports that dual enrollment programs have positive effects on students completing high school and potentially positive effects for staying in school and for high school attendance (What Works Clearinghouse Intervention Report Dual Enrollment Programs (Rep.). (2017). Retrieved May 7, 2018 from What Works Clearinghouse). Career counseling (Action 2.11), Parchment (Action 2.12) and summer school (Action 1.16) will also be provided to support unduplicated students in credit attainment and reporting to ensure that they are prepared to attend the post-secondary education of their choice. These actions are continuing with support from our educational partners and because they have been most effective in impacting graduation rate for students in danger of not graduating.

While these supports will benefit all students, we believe that they will have a greater impact on our unduplicated students who will have increased graduation rate, college and career readiness indicators, higher A-G completion rates, and higher CTE/A-G completion rates.

Safe Learning Environment and School Connectedness

A strong relationship exists between a students' connectedness to school and positive educational outcomes. Factors that increase school connectedness include: improving adult supports, increasing student sense of belonging to a positive peer group; and increasing student commitment to education and the school environment. (McNeely C. (2003). Connections to school as an indicator of positive development. Paper presented at the Indicators of Positive Development Conference, Washington, DC, March 12-13, 2003), (Klem, A.Mm, Connell, J.P. (2004). Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health; 74(7): 262–273). In reviewing our suspension data, chronic absenteeism, and high school drop-out rates CNUSD finds that the data for unduplicated students is higher when compared to the rate for all students. CNUSD's overall suspension data for 2020-21 is 0.1 % and the rates are 0.2%, 0.1%, and 0.8% for SED, EL and FY respectively. Chronic absenteeism for CNUSD is 8.89 overall and is 13.63%, 14.1%, and 16.76% for SED, EL and FY. Lastly, dropout rates are higher for our SED EL and FY students. Overall dropout rates in CNUSD are 2.0%. SED are 3.1%, EL7.6% and FY 18.5%

In collaboration with our educational partners, we believe that the supports implemented in the LCAP have been effective in supporting our unduplicated students connection to school and sense of safety. While there is still more work to be done in this area as we reengage students post pandemic, CNUSD will continue and expand these actions in the 2022-23 LCAP. Actions and services that will contribute to a safe learning environment and increase school connectedness include: Visual and Performing Arts-VAPA (Action 1.19), assistant principals (Actions 1.40),school connectedness programs-Puente/Umoja (Action 2.9), Athletics (Action 3.6) Academic Saturday School (Action 3.17).

While these actions are provided district and site wide and will impact all students, we believe that they will have a more significant impact on our unduplicated students who experience greater life stressors and are less like likely to connect to school. Impacts from these actions will be measured through increased attendance, decreased chronic absenteeism, lower suspension rates, lower dropout rates and higher graduation rates.

Home and Family Partnerships

The impact of the pandemic and school closures heighted the need, and opportunities, for schools to connect with the home and family. Data on school connectedness from our California Healthy Kids Survey show that students in grades 5,7,9,and 11 indicated lower school connectedness rates than in previous years. School connectedness is not disaggregated, but qualitative data collected over the last two years show that the families of our unduplicated students had fewer home school partnerships and had higher levels of chronic absenteeism. Research supports that engaging families in the education of their children can produce dramatic gains in children's social and emotional development, academic achievement, and success in life. (A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement Henderson, Anne T., and Mapp, Karen T. 2002). Additionally, schools may be able to increase student attendance by implementing specific family and community involvement activities (Epstein, J., Sheldon, S. B. Present and Accounted

For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 2002).

The CNUSD Parent Center (Action 3.22) has been instrumental in creating and maintaining home and family partnerships and offers a variety of family engagement programs (Action 3.23) that provide both academic and social-emotional supports for students and their families. Educational partners provided high praise for services offered to families, and support maintaining this action within the LCAP. Ensuring that our staff and community are well informed of the programs and supports available to our students is critical. Our Communications department is being supported with additional staff (Action 1.18) to provide timely and targeted communication and updates that are specifically targeted to support at-risk, unduplicated students. Additionally, families are provided equal access to educational opportunities through district translators (Action 1.32).

Through these actions we believe that all students will benefit, however, we believe that our unduplicated students and their families will benefit more and the effects will be seen through lower chronic absenteeism rates and higher levels of school connectedness.

Mental Health/Social-Emotional Learning Supports

In reviewing our suspension data, chronic absenteeism, and high school drop-out rates, CNUSD finds that the data for unduplicated students is higher when compared to the rate for all students. CNUSD's overall suspension data from 2021 is 0.1% and the rates are 0.2%, 0.1%, and 0.8% for SED, EL and FY respectively. Chronic absenteeism for CNUSD is 8.89% overall and is13.63%,14.1%, and 16.76% for SED, EL and FY. Lastly, dropout rates are higher for our SED, EL and FY students. Overall dropout rates in CNUSD are 2.0%. SED are 3.1%, EL 7.6% and FY 18.5%

After analyzing the data and engaging with our educational partners, there is a clear need to continue and expand the actions and services to increase and improve mental health and social-emotional learning supports for unduplicated students. The pandemic and school closures magnified the needs for mental health supports in our schools. While these actions are provided district and schoolwide, our unduplicated students have demonstrated a greater need for these types of supports and the actions will be principally directed to serve them.

Actions and services include: SART and SARB, (Action 3.1) a process to re-engage students and interrupt chronic absenteeism. Character education programs (Action 3.2) to increase student engagement, equity, academic readiness, and social/emotional wellness. Development and implementation of a Multi-tiered System of Support (MTSS) including the development of Tier I, II and III supports across the entire organization that will address some of the major needs of our unduplicated students (Action 3.5). This universal approach to social emotional learning that instructs habits and competencies that support positive school climate ensuring that implementation of the critical core features of both SEL and school climate are in place have proven effective in CNUSD and are supported by research (Osher, D., & Berg, J. (2017). "School Climate and Social and Emotional Learning: The Integration of Two Approaches." Edna Bennet Pierce Prevention Research Center,

Pennsylvania State University). Intervention counselors (Action 3.7) and social-emotional counselors (Action 3.14) are provided to increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations through a comprehensive TK-12, counseling program. Foster and homeless youth are provided additional support through dedicated district counselors to meet their needs (Action 3.15). STEPs aides (Action 3.18) are provided at all elementary schools to promote healthy behavioral expectations and to provide Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs. Tier 3 wrap around services (action 3.16) and Tier 3 mental health supports (Action 3.20) are provided to meet the needs of our most at-risk students.

These actions are provided district and site wide and will be effective in serving all students, however, we believe that our unduplicated students will experience a greater benefit. We will measure this impact through lower suspension rates, chronic absenteeism and drop out rates. We will also expect higher graduation rates and overall academic success as measured by CAAASP.

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

Corona-Norco Unified School District estimates that the level of unduplicated students for the LCAP year 2022-23 school year is estimated to be $53,306,308 and our required percentage to increase and improve services is 10.74%. The 2022 - 2023 LCAP includes10.84% of increased and improved services. This funding supports services and programs for English learners (EL),socio-economically disadvantaged (SED) and foster youth (FY) students. These include:

- Additional personnel focused on professional development to ensure first best instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap for EL,SED and foster youth students.
- Professional learning and interventions to support early literacy and proficiency in reading by the end of third grade will be implemented and are principally directed at the unduplicated count students in the district. Additionally, a comprehensive assessment plan which includes universal screeners in ELA, math and SEL has been implemented K-12. This system will provide schools the ability to identify students at-risk early and allow them to strategically adapt tier 1 instruction for all while providing tier 2 and 3 interventions as needed.
- AP/IB supports continue to target increasing the numbers of underrepresented students who participate in AP classes, particularly those who are ELs, SED and foster youth. Extra support is planned for the student new to AP or IB. Dual Enrollment has been added to support a college going culture.
- AVID continues to support targeting unduplicated students toward increased academic achievement.
- Additional counselors and support personnel will be used to foster the socio-emotional well-being of the unduplicated students.
- A Parent Center provides services principally directed to families of English learners, socio-economically disadvantaged students and foster youth and assists the inclusion of families in the support system and involvement in the students' education.

- Multi-tiered System of Supports (MTSS) continues to expand to provide common assurances and systems to identify students and support students in need
- CNUSD's focus on decreasing chronic absenteeism, particularly for our unduplicated count students, is continuing with additional training, and site support

In addition to the actions mentioned above, CNUSD will also implement the following actions to increase or improve services for our unduplicated pupils

- Action 1.20 - Additional academic and connection supports for Foster students.
- Action 1.36 - Primary language support for English learners.
- Action 3.13- An EL counselor to support English learners at an alternative high school.

Approximately, $2,400,000 in supplemental funding is allocated to all school sites based on their unduplicated pupil count of English learners, socio-economically disadvantaged and foster youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. The School Plan for Student Achievement (SPSA) development process will be followed at the school site to align the goals and actions in the Local Control Accountability Plan and its focus on unduplicated count students. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus, the most effective use of funding and to principally direct these services toward the unduplicated count students. The actions at the school site will provide supplementary materials and activities to unduplicated students along with interventions to support closing the achievement gap for these students.

The Corona-Norco Unified School District team engages in data analysis and the review of theory related to best practices with an eye to systematize services at the 51 schools in the district. On a monthly basis, the LCAP programs and processes are discussed in cabinet thereby monitoring and measuring the initiatives, making corrections along the way. During the Board study sessions, presentations using data and research theory are made to inform the community of progress. During ongoing meetings such as principal meetings, leadership meetings and assistant principal meetings the discussions about the Strategic Plan and LCAP focus areas and initiatives are discussed from a site perspective. These discussions inform the practice as well as allow for improvement in implementation. Services for unduplicated students will be increased and improved upon through systematic implementation of services, ongoing evaluation and data monitoring.

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

CNUSD does not receive concentration funds and therefore this question is not applicable.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$499,882,822.00	$6,284,521.00	$45,000.00	$1,038,057.00	$507,250,400.00	$482,616,126.00	$24,634,274.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Federal Funds	Other State Funds	Local Funds	Total Funds
1	1.1	High quality staffing	All	$392,842,956.00				$392,842,956.00
1	1.2	Access to standards aligned instructional materials and facilities that are maintained in good repair	All	$30,424,576.00				$30,424,576.00
1	1.3	High quality professional learning will be made available to all certificated staff	English Learners Foster Youth Low Income	$1,600,000.00				$1,600,000.00
1	1.4	High quality professional learning will be made available to all classified staff	English Learners Foster Youth Low Income	$220,000.00				$220,000.00
1	1.5	High quality professional learning will be made available to all special education staff staff	All	$33,909.00				$33,909.00
1	1.6	Instructional support and coaching	English Learners Foster Youth Low Income	$362,893.00	$320,366.00			$683,259.00
1	1.7	Intervention support and instructional coaching	English Learners Foster Youth Low Income	$1,950,719.00	$717,691.00			$2,668,410.00
1	1.8	Data analysis	English Learners Foster Youth Low Income	$281,185.00				$281,185.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Educational technology hardware and software will be provided to all sites and supported through professional development and staff	English Learners Foster Youth Low Income	$1,324,221.00				$1,324,221.00
1	1.10	Site educational technology support	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.11	Access to instructional software and support	English Learners Foster Youth Low Income	$1,428,025.00				$1,428,025.00
1	1.12	Learning Management System	English Learners Foster Youth Low Income	$186,000.00				$186,000.00
1	1.13	Access to technology	English Learners Foster Youth Low Income	$2,600,000.00				$2,600,000.00
1	1.14	Assessment support	English Learners Foster Youth Low Income	$224,252.00				$224,252.00
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	English Learners Foster Youth Low Income	$709,996.00				$709,996.00
1	1.16	Summer and after school support for at-risk students: Unduplicated and credit deficient	English Learners Foster Youth Low Income	$1,600,000.00	$2,524,521.00			$4,124,521.00
1	1.17	NGSS science support	English Learners Foster Youth	$90,000.00				$90,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.18	Community engagement - Communications	English Learners Foster Youth Low Income	$1,310,451.00				$1,310,451.00
1	1.19	Comprehensive Visual and Performing Arts program for Elementary Schools.	English Learners Foster Youth Low Income	$1,247,578.00				$1,247,578.00
1	1.20	Provide additional support to foster youth TK-12	Foster Youth	$20,000.00				$20,000.00
1	1.21	Funding for at-risk students, EL (including RFEP), SED and Foster Youth.	English Learners Foster Youth Low Income	$2,400,379.00				$2,400,379.00
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio-economically disadvantaged and foster youth	English Learners Foster Youth Low Income	$1,355,937.00				$1,355,937.00
1	1.23	Additional staffing for elementary and intermediate schools to support unduplicated students in the Corona Circle City schools	English Learners Foster Youth Low Income	$6,046,209.00				$6,046,209.00
1	1.24	Additional staffing at the high school level to support unduplicated students	English Learners Foster Youth Low Income	$1,967,590.00				$1,967,590.00
1	1.25	Dual Immersion teachers	English Learners Foster Youth	$565,840.00				$565,840.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1			Low Income					
1	1.26	Assessment and intervention supports will be provided in ELA and Math	English Learners Foster Youth Low Income	$856,820.00				$856,820.00
1	1.27	Mathematics support	English Learners Foster Youth Low Income	$550,000.00				$550,000.00
1	1.28	Literacy support	English Learners Foster Youth Low Income	$591,041.00				$591,041.00
1	1.29	Supplemental materials to support at-risk or unduplicated students	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
1	1.30	Action intentionally left blank						
1	1.31	AVID program K-12	English Learners Foster Youth Low Income	$2,128,105.00				$2,128,105.00
1	1.32	Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations	English Learners Foster Youth Low Income	$173,177.00				$173,177.00
1	1.33	Support for English learners and other at-risk or unduplicated Students	English Learners Foster Youth Low Income	$646,469.00				$646,469.00
1	1.34	Support for students with disabilities	Students with Disabilities	$1,572,944.00				$1,572,944.00
1	1.35	Additional support for students with disabilities	Students with Disabilities	$20,018,951.00				$20,018,951.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.36	Primary language support	English Learners	$2,100,128.00				$2,100,128.00
1	1.37	Action intentionally left blank						
1	1.38	Credit recovery	English Learners Foster Youth Low Income	$223,454.00				$223,454.00
1	1.39	Adult Education - Concurrent enrollment	English Learners Foster Youth Low Income	$156,461.00				$156,461.00
1	1.40	Assistant Principals	English Learners Foster Youth Low Income	$1,877,444.00				$1,877,444.00
1	1.41	Early literacy classroom support	English Learners Foster Youth Low Income	$2,420,000.00				$2,420,000.00
2	2.1	CTE data development and tracking	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
2	2.2	CTE professional development	All		$250,000.00			$250,000.00
2	2.3	CTE pathway development, expansion and maintenance	English Learners Foster Youth Low Income	$30,000.00	$2,250,000.00			$2,280,000.00
2	2.4	CTE student leadership development (CSTO)	English Learners Foster Youth Low Income	$25,000.00	$250,000.00			$275,000.00
2	2.5	CTE business and industry involvement	All		$135,000.00			$135,000.00
2	2.6	CTE student post-secondary attainment	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.7	CTE high quality staff	English Learners Foster Youth Low Income	$1,716,738.00	$425,000.00			$2,141,738.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	AP/IB supports for at-risk and unduplicated Students	English Learners Foster Youth Low Income	$448,258.00				$448,258.00
2	2.9	Provide additional programs for school connectedness and student well being for unduplicated students	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
2	2.10	Dual enrollment	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
2	2.11	Career counseling	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.12	Parchment	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
3	3.1	SART and SARB	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.2	Social Emotional Learning & Character Education	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
3	3.3	Intentionally left blank						
3	3.4	Intentionally left blank						
3	3.5	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	$681,104.00				$681,104.00
3	3.6	Academic Saturday School	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
3	3.7	Intervention Counselors	English Learners Foster Youth Low Income	$865,057.00				$865,057.00
3	3.8	Intentionally left blank						
3	3.9	Intentionally left blank						
3	3.10	Intentionally left blank						
3	3.11	Intentionally left blank						
3	3.12	School Resource Officers	All	$1,189,880.00				$1,189,880.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.13	EL Tier 3 Continuation Counselor	English Learners	$86,797.00				$86,797.00
3	3.14	Counseling	English Learners Foster Youth Low Income	$4,849,100.00				$4,849,100.00
3	3.15	Foster & Homeless Support	Foster Youth	$338,592.00				$338,592.00
3	3.16	Tier 3 Wrap Around Services	English Learners Foster Youth Low Income	$280,000.00				$280,000.00
3	3.17	School Nurses	English Learners Foster Youth Low Income	$2,262,524.00				$2,262,524.00
3	3.18	STEPS Aides	English Learners Foster Youth Low Income	$551,676.00				$551,676.00
3	3.19	UNITY	All			$45,000.00		$45,000.00
3	3.20	Tier 3 Mental Health Supports	English Learners Foster Youth Low Income	$284,000.00				$284,000.00
3	3.21	Tier 2 Interventions and Mentorship	All		$450,000.00			$450,000.00
3	3.22	Increase Family, Community, and School Partnerships	English Learners Foster Youth Low Income	$902,886.00				$902,886.00
3	3.23	Family Engagement Programs	English Learners Foster Youth Low Income	$83,500.00				$83,500.00
3	3.24	Intentionally left blank						
3	3.25	Intentionally left blank						
3	3.26	Intentionally left blank						
3	3.27	Intentionally left blank						
3	3.28	Intentionally left blank						
3	3.29	Athletics	English Learners Foster Youth Low Income	$250,000.00				$250,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
496,080,261	53,291,685	10.74%	0.00%	10.74%	$53,799,606.00	0.00%	10.84 %	Total:	$53,799,606.00
								LEA-wide Total:	$51,342,681.00
								Limited Total:	$2,206,925.00
								Schoolwide Total:	$2,200,719.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High quality professional learning will be made available to all certificated staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
1	1.4	High quality professional learning will be made available to all classified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	
1	1.6	Instructional support and coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$362,893.00	
1	1.7	Intervention support and instructional coaching	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,950,719.00	
1	1.8	Data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,185.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Educational technology hardware and software will be provided to all sites and supported through professional development and staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,324,221.00	
1	1.10	Site educational technology support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.11	Access to instructional software and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,428,025.00	
1	1.12	Learning Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,000.00	
1	1.13	Access to technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,600,000.00	
1	1.14	Assessment support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,252.00	
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$709,996.00	
1	1.16	Summer and after school support for at-risk students: Unduplicated and credit deficient	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools, Adams, Coronita, Garretson, Home Gardens Academy, Jefferson, Parkridge, Riverview, Sierra Vista, Stallings, Vicentia, Washington	$1,600,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	NGSS science support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.18	Community engagement - Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,310,451.00	
1	1.19	Comprehensive Visual and Performing Arts program for Elementary Schools.	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 4 - 6	$1,247,578.00	
1	1.20	Provide additional support to foster youth TK-12	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$20,000.00	
1	1.21	Funding for at-risk students, EL (including RFEP), SED and Foster Youth.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,379.00	
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio-economically disadvantaged and foster youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,355,937.00	
1	1.23	Additional staffing for elementary and intermediate schools to support unduplicated students in the Corona Circle City schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades K-8	$6,046,209.00	
1	1.24	Additional staffing at the high school level to support unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$1,967,590.00	
1	1.25	Dual Immersion teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Auburndale Intermediate, Harada Elem, Washington Elem	$565,840.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.26	Assessment and intervention supports will be provided in ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,820.00	
1	1.27	Mathematics support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,000.00	
1	1.28	Literacy support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$591,041.00	
1	1.29	Supplemental materials to support at-risk or unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
1	1.31	AVID program K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,128,105.00	
1	1.32	Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,177.00	
1	1.33	Support for English learners and other at-risk or unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$646,469.00	
1	1.36	Primary language support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,100,128.00	
1	1.38	Credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$223,454.00	
1	1.39	Adult Education - Concurrent enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$156,461.00	
1	1.40	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: K-6	$1,877,444.00	
1	1.41	Early literacy classroom support	Yes	LEA-wide	English Learners Foster Youth	All Schools Kindergarten	$2,420,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	CTE data development and tracking	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$15,000.00	
2	2.3	CTE pathway development, expansion and maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7 -12	$30,000.00	
2	2.4	CTE student leadership development (CSTO)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 7 -12	$25,000.00	
2	2.6	CTE student post-secondary attainment	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	$20,000.00	
2	2.7	CTE high quality staff	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$1,716,738.00	
2	2.8	AP/IB supports for at-risk and unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$448,258.00	
2	2.9	Provide additional programs for school connectedness and student well being for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$40,000.00	
2	2.10	Dual enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$40,000.00	
2	2.11	Career counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$75,000.00	
2	2.12	Parchment	Yes	LEA-wide	English Learners Foster Youth Low Income	Grade 12	$50,000.00	
3	3.1	SART and SARB	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Social Emotional Learning & Character Education	Yes	LEA-wide	English Learners Foster Youth	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Intentionally left blank			Low Income	Specific Schools:		
3	3.5	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,104.00	
3	3.6	Academic Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$300,000.00	
3	3.7	Intervention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	$865,057.00	
3	3.13	EL Tier 3 Continuation Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Orange Grove Alternative HS	$86,797.00	
3	3.14	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,849,100.00	
3	3.15	Foster & Homeless Support	Yes	LEA-wide	Foster Youth	All Schools	$338,592.00	
3	3.16	Tier 3 Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
3	3.17	School Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,262,524.00	
3	3.18	STEPS Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades TK-6	$551,676.00	
3	3.20	Tier 3 Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$284,000.00	
3	3.22	Increase Family, Community, and School Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$902,886.00	
3	3.23	Family Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.29	Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools Grades 9-12	$250,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$496,285,304.00	$512,489,621.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High Quality Staffing	No	$388,748,791.00	389,137,813
1	1.2	Access to standards aligned instructional materials and facilities that are maintained in good repair	No	$29,737,493.00	35,682,545
1	1.3	High quality professional learning will be made available to all certificated staff	Yes	$1,600,000.00	1,600,000
1	1.4	High quality professional learning will be made available to all classified staff	Yes	$200,000.00	200,000
1	1.5	High quality professional learning will be made available to all special education staff	No	$75,663.00	45,206
1	1.6	Instructional Support and Coaching	Yes	$675,440.00	687,569
1	1.7	Intervention Support and Instructional Coaching	Yes	$3,348,223.00	3,812,270
1	1.8	Data Analysis	Yes	$254,689.00	280,158
1	1.9	Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:	Yes	$907,818.00	1,057,244
1	1.10	Site Technology Support	Yes	$30,000.00	30,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Access to instructional software and support	Yes	$1,337,136.00	1,393,213
1	1.12	Learning Management System	Yes	$186,000.00	186,000
1	1.13	Access to technology	Yes	$2,600,000.00	2,600,000
1	1.14	Assessment Support	Yes	$168,000.00	168,000
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Yes	$698,538.00	762,392
1	1.16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	Yes	$3,507,877.00	4,570,686
1	1.17	Science, Math and NGSS	Yes	$299,875.00	320,863
1	1.18	Community Engagement - Communications	Yes	$450,993.00	486,267
1	1.19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	Yes	$1,092,273.00	1,221,500
1	1.20	Provide Additional Support to Foster Youth TK-12	No	$20,000.00	20,000
1	1.21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	Yes	$2,400,379.00	5,845,239
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English	Yes	$1,242,363.00	1,362,224

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Learners, socio-emotional, economically disadvantage and foster youth			
1	1.23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	Yes	$5,426,087.00	5,968,694
1	1.24	Additional staffing at the High School level to support unduplicated students	Yes	$1,791,213.00	1,970,334
1	1.25	Dual Immersion teachers	Yes	$484,392.00	532,831
1	1.26	Assessment and Intervention Supports will be Provided in ELA and Math	Yes	$856,820.00	856,820
1	1.27	Intervention Support in Mathematics	Yes	$50,000.00	50,000
1	1.28	Intervention Support in Literacy	Yes	$350,000.00	350,000
1	1.29	Supplemental Materials to Support At-Risk or Unduplicated Materials	Yes	$200,000.00	200,000
1	1.30	AVID and personnel supports will be provided TK-12:	Yes	$72,593.00	79,852
1	1.31	AVID Program K-12	Yes	$2,036,243.00	2,087,383
1	1.32	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	Yes	$158,046.00	173,850
1	1.33	Support for English Learners and Other At-Risk or Unduplicated Students	Yes	$554,818.00	604,300
1	1.34	Support for Students with Disabilities	No	$1,523,723.00	1,566,172

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.35	Additional Support for Students with Disabilities	No	$26,710,209.00	27,945,478
1	1.36	Primary Language Support	Yes	$1,865,086.00	2,051,595
1	1.37	Additional Support for At-Risk Students	Yes	$155,123.00	155,123
1	1.38	Unduplicated students will be provided additional support to graduate high school	Yes	$201,847.00	222,031
1	1.39	Adult Education - Concurrent Enrollment	Yes	$147,000.00	154,831
2	2.1	CTE Data Development and Tracking	Yes	$165,000.00	165,000
2	2.2	CTE Professional Development	No	$250,000.00	50,809
2	2.3	CTE Pathway Development, Expansion and Maintenance	Yes	$2,280,000.00	2,280,000
2	2.4	CTE Student Leadership Development (CSTO)	Yes	$275,000.00	275,000
2	2.5	CTE Business and Industry Involvement	No	$135,000.00	135,000
2	2.6	CTE Student Post-Secondary Attainment	Yes	$20,000.00	20,000
2	2.7	CTE High Quality Staff	Yes	$2,012,802.00	2,049,773
2	2.8	AP/IB Supports for At-risk and Unduplicated Students	Yes	$400,000.00	431,799

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Provide additional programs for school connectedness and student well-being for unduplicated students	Yes	$40,000.00	40,000
2	2.10	Dual Enrollment	Yes	$40,000.00	40,000
2	2.11	Career Counseling	Yes	$75,000.00	75,000
3	3.1	SART and SARB	Yes	$10,000.00	10,000
3	3.2	Social Emotional Learning & Character Education	Yes	$50,000.00	50,000
3	3.3	Tier 1 Experiences for Students	Yes	$40,000.00	40,000
3	3.4	Universal Screeners	Yes	$10,000.00	10,000
3	3.5	Multi-Tiered System of Supports	Yes	$650,000.00	705,000
3	3.6	Academic Saturday School	Yes	$300,000.00	300,000
3	3.7	Intervention Counselors	Yes	$759,493.00	835,442
3	3.8	Restorative Practice Trainings	No	$0.00	0
3	3.9	Re-Imagine ACP	No	$0.00	0
3	3.10	Comprehensive Safety Plans	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Intervention Groups	No	$0.00	0
3	3.12	School Resource Officers	No	$1,189,880.00	1,189,880
3	3.13	EL Tier 3 Continuation Counselor	Yes	$74,043.00	81,447
3	3.14	Counseling	Yes	$2,866,137.00	3,152,751
3	3.15	Foster & Homeless Support	Yes	$148,086.00	162,895
3	3.16	Tier 3 Wrap Around Services	Yes	$290,000.00	290,000
3	3.17	School Nurses	Yes	$450,000.00	1,843,068
3	3.18	STEPS Aides	Yes	$490,495.00	639,545
3	3.19	UNITY	No	$45,000.00	45,000
3	3.20	Suicide Prevention	Yes	$55,000.00	55,000
3	3.21	Hearing and Vision	Yes	$135,000.00	135,000
3	3.22	Increase Family, Community, and School Partnerships	Yes	$791,117.00	870,229
3	3.23	Family Engagement Programs	Yes	$10,000.00	10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.24	Community Partnerships	Yes	$1,500.00	1,500
3	3.25	Community Surveys	Yes	$1,000.00	1,000
3	3.26	Family Engagement Professional Learning	Yes	$40,000.00	40,000
3	3.27	Program Evaluation	Yes	$1,000.00	1,000
3	3.28	Community Communications	Yes	$20,000.00	20,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
49,184,488	$41,247,858.00	$49,185,131.00	($7,937,273.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High quality professional learning will be made available to all certificated staff	Yes	$1,600,000.00	1,600,000		
1	1.4	High quality professional learning will be made available to all classified staff	Yes	$200,000.00	200,000		
1	1.6	Instructional Support and Coaching	Yes	$253,471.00	278,818		
1	1.7	Intervention Support and Instructional Coaching	Yes	$2,395,168.00	2,634,685		
1	1.8	Data Analysis	Yes	$254,689.00	280,158		
1	1.9	Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:	Yes	$907,818.00	1,057,244		
1	1.10	Site Technology Support	Yes	$30,000.00	30,000		
1	1.11	Access to instructional software and support	Yes	$1,337,136.00	1,393,213		
1	1.12	Learning Management System	Yes	$186,000.00	186,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Access to technology	Yes	$2,600,000.00	2,600,000		
1	1.14	Assessment Support	Yes	$168,000.00	168,000		
1	1.15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	Yes	$698,538.00	762,392		
1	1.16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	Yes	$1,206,214.00	1,595,435		
1	1.17	Science, Math and NGSS	Yes	$299,875.00	320,863		
1	1.18	Community Engagement - Communications	Yes	$450,993.00	486,267		
1	1.19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	Yes	$1,092,273.00	1,221,500		
1	1.21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	Yes	$2,400,379.00	5,845,239		
1	1.22	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth	Yes	$1,242,363.00	1,362,224		
1	1.23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	Yes	$5,426,087.00	5,968,694		
1	1.24	Additional staffing at the High School level to support unduplicated students	Yes	$1,791,213.00	1,970,334		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.25	Dual Immersion teachers	Yes	$484,392.00	532,831		
1	1.26	Assessment and Intervention Supports will be Provided in ELA and Math	Yes	$856,820.00	856,820		
1	1.27	Intervention Support in Mathematics	Yes	$50,000.00	50,000		
1	1.28	Intervention Support in Literacy	Yes	$350,000.00	350,000		
1	1.29	Supplemental Materials to Support At-Risk or Unduplicated Materials	Yes	$200,000.00	200,000		
1	1.30	AVID and personnel supports will be provided TK-12:	Yes	$72,593.00	79,852		
1	1.31	AVID Program K-12	Yes	$2,036,243.00	2,087,383		
1	1.32	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	Yes	$158,046.00	173,850		
1	1.33	Support for English Learners and Other At-Risk or Unduplicated Students	Yes	$554,818.00	604,300		
1	1.36	Primary Language Support	Yes	$1,865,086.00	2,051,595		
1	1.37	Additional Support for At-Risk Students	Yes	$155,123.00	155,123		
1	1.38	Unduplicated students will be provided additional support to graduate high school	Yes	$201,847.00	222,031		
1	1.39	Adult Education - Concurrent Enrollment	Yes	$147,000.00	154,831		
2	2.1	CTE Data Development and Tracking	Yes	$165,000.00	165,000		
2	2.3	CTE Pathway Development, Expansion and Maintenance	Yes	$30,000.00	30,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	CTE Student Leadership Development (CSTO)	Yes	$25,000.00	25,000		
2	2.6	CTE Student Post-Secondary Attainment	Yes	$20,000.00	20,000		
2	2.7	CTE High Quality Staff	Yes	$1,587,802.00	1,624,773		
2	2.8	AP/IB Supports for At-risk and Unduplicated Students	Yes	$400,000.00	431,799		
2	2.9	Provide additional programs for school connectedness and student well-being for unduplicated students	Yes	$40,000.00	40,000		
2	2.10	Dual Enrollment	Yes	$40,000.00	40,000		
2	2.11	Career Counseling	Yes	$75,000.00	75,000		
3	3.1	SART and SARB	Yes	$10,000.00	10,000		
3	3.2	Social Emotional Learning & Character Education	Yes	$50,000.00	50,000		
3	3.3	Tier 1 Experiences for Students	Yes	$40,000.00	40,000		
3	3.4	Universal Screeners	Yes	$10,000.00	10,000		
3	3.5	Multi-Tiered System of Supports	Yes	$650,000.00	705,000		
3	3.6	Academic Saturday School	Yes	$300,000.00	300,000		
3	3.7	Intervention Counselors	Yes	$759,493.00	835,442		
3	3.13	EL Tier 3 Continuation Counselor	Yes	$74,043.00	81,447		
3	3.14	Counseling	Yes	$2,866,137.00	3,152,751		
3	3.15	Foster & Homeless Support	Yes	$148,086.00	162,895		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.16	Tier 3 Wrap Around Services	Yes	$290,000.00	290,000		
3	3.17	School Nurses	Yes	$450,000.00	1,843,068		
3	3.18	STEPS Aides	Yes	$490,495.00	639,545		
3	3.20	Suicide Prevention	Yes	$55,000.00	55,000		
3	3.21	Hearing and Vision	Yes	$135,000.00	135,000		
3	3.22	Increase Family, Community, and School Partnerships	Yes	$791,117.00	870,229		
3	3.23	Family Engagement Programs	Yes	$10,000.00	10,000		
3	3.24	Community Partnerships	Yes	$1,500.00	1,500		
3	3.25	Community Surveys	Yes	$1,000.00	1,000		
3	3.26	Family Engagement Professional Learning	Yes	$40,000.00	40,000		
3	3.27	Program Evaluation	Yes	$1,000.00	1,000		
3	3.28	Community Communications	Yes	$20,000.00	20,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
459,153,179	49,184,488	0%	10.71%	$49,185,131.00	0.00%	10.71%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [*5 CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)
  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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