

LCFF Budget Overview for Parents

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

District CDS Code: 33670330000000

School Year: 2023-24

LEA contact information:

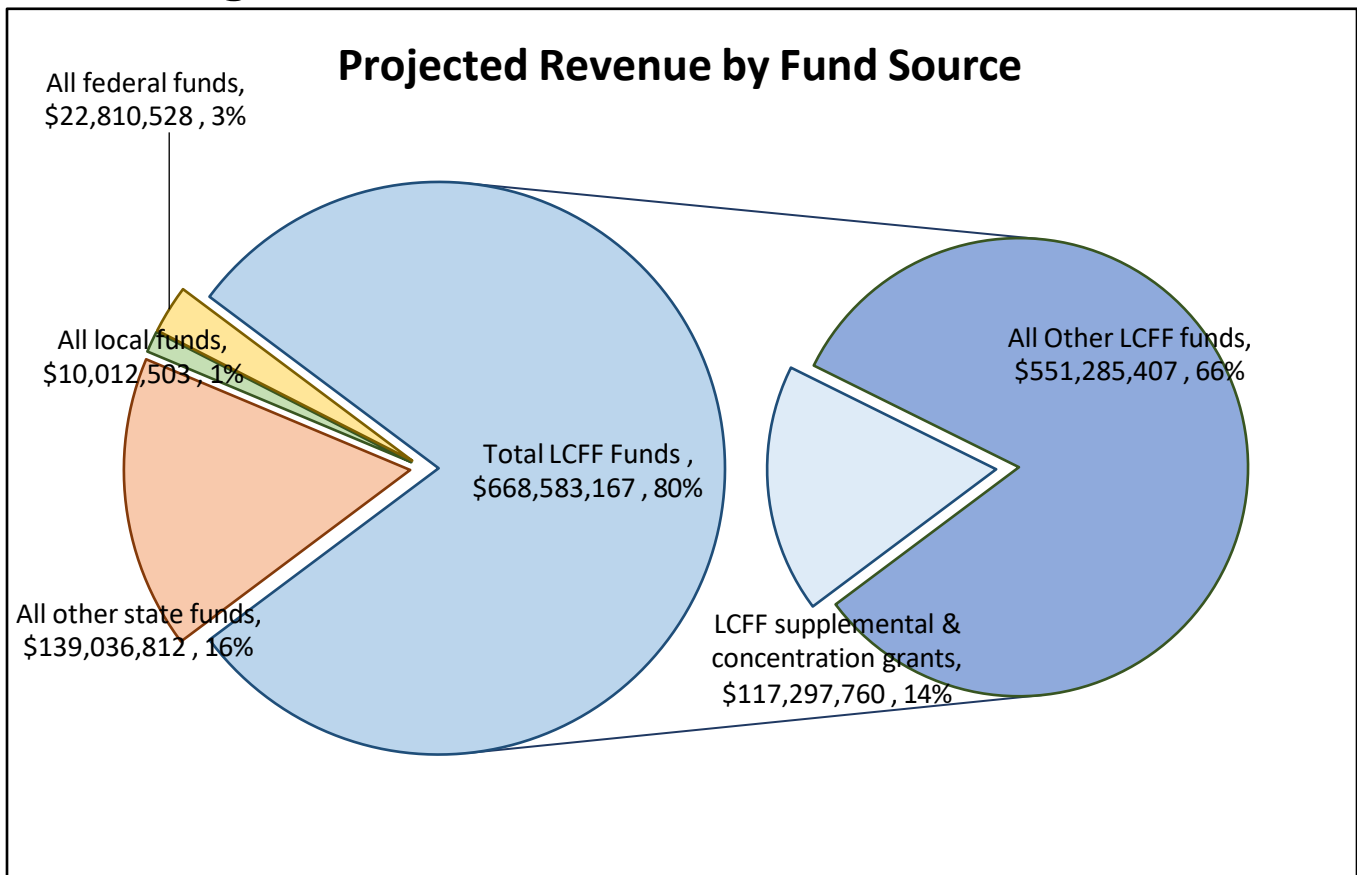
Dr. Samuel Buenrostro, Superintendent

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(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 2023-24 School Year

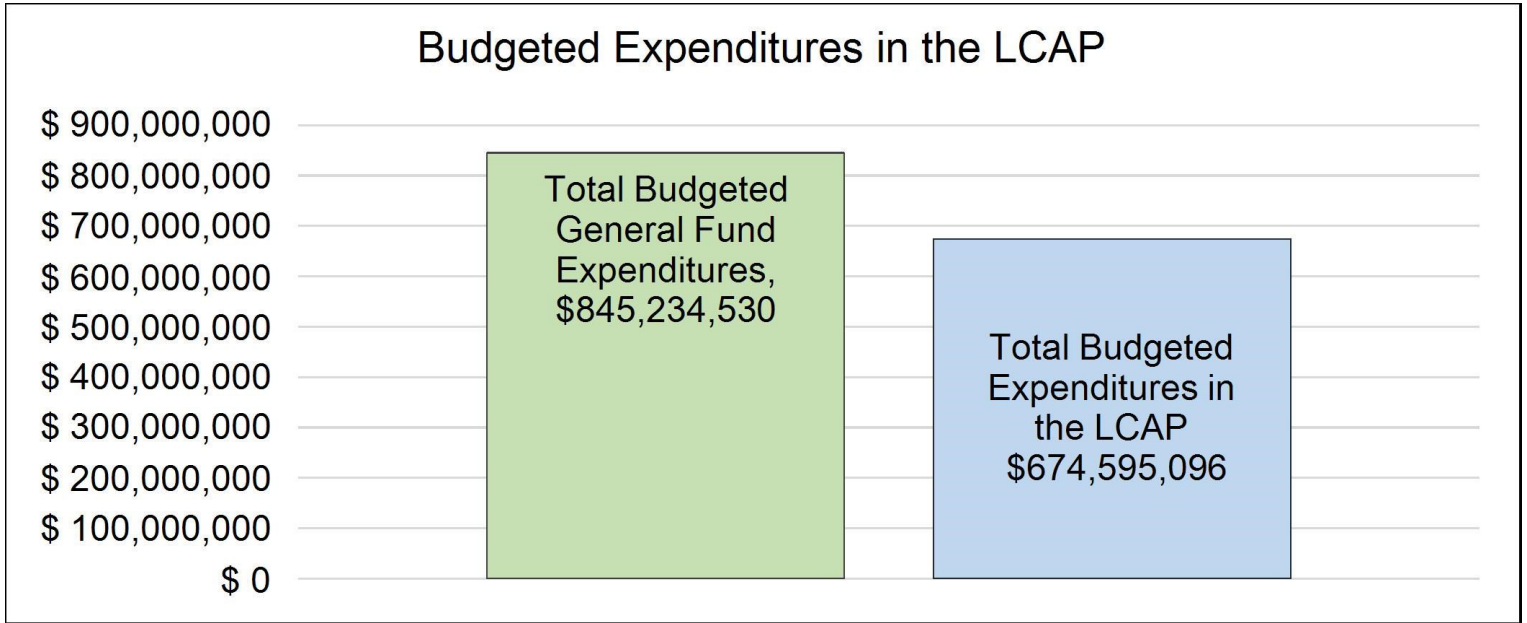


This chart shows the total general purpose revenue Corona-Norco Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corona-Norco Unified School District is \$840,443,010, of which \$668,583,167 is Local Control Funding Formula (LCFF), \$139,036,812 is other state funds, \$10,012,503 is local funds, and \$22,810,528 is federal funds. Of the \$668,583,167 in LCFF Funds, \$117,297,760 is generated based on the enrollment of high-needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Corona-Norco Unified School District plans to spend for 2023-24. 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 \$845,234,530 for the 2023-24 school year. Of that amount, \$674,595,096 is tied to actions/services in the LCAP and \$170,639,434 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

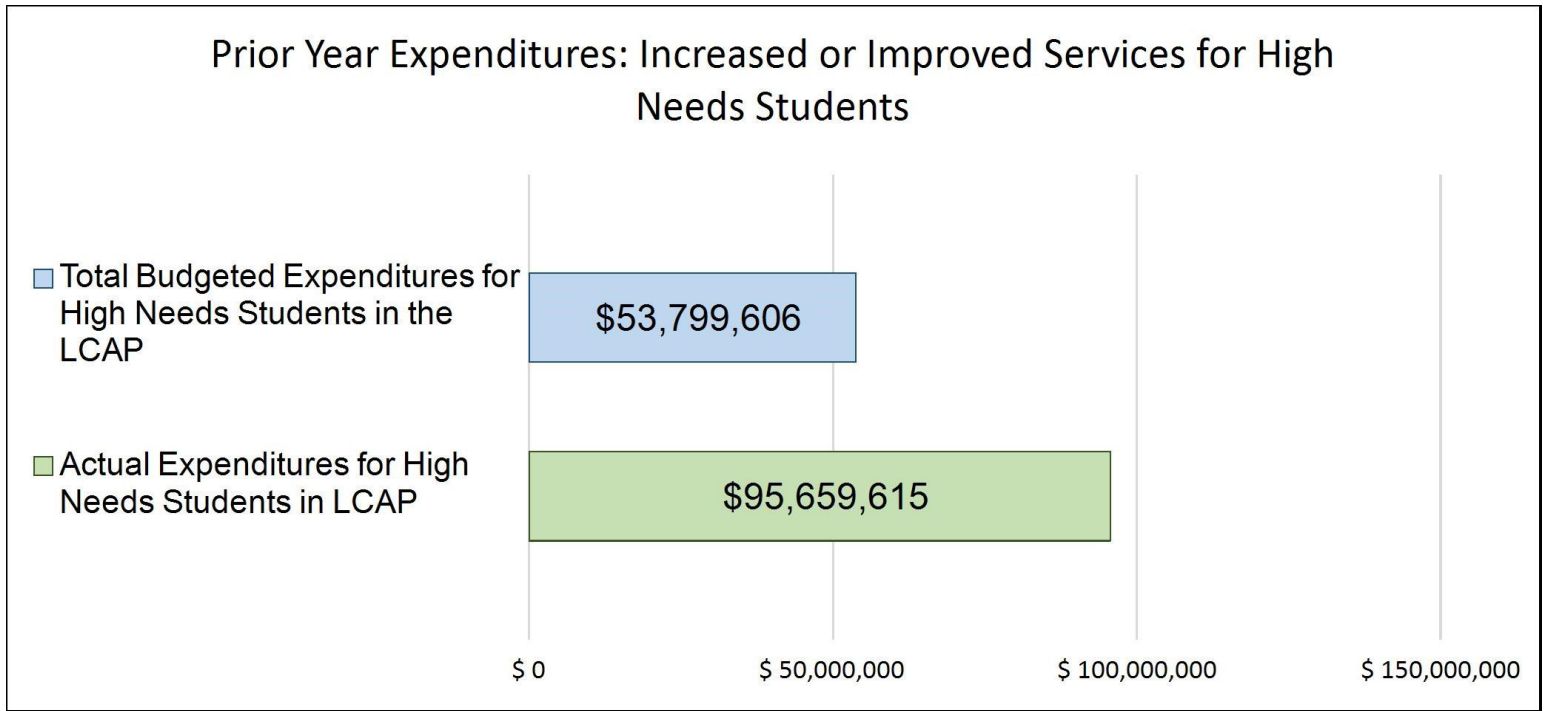
General operation costs, including contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other materials/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Corona-Norco Unified School District is projecting it will receive \$117,297,760 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 \$125,352,668 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 2022-23



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 2022-23, Corona-Norco Unified School District's LCAP budgeted \$53,799,606 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent \$95,659,615 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

The Corona-Norco Unified School District (CNUSD) is located approximately 60 miles east of Los Angeles and is the largest school district in Riverside County and the seventh largest in the state of California. As a large urban school district we serve approximately 50,790* students pre-school through Adult Transition across 52 schools: Our schools include: 31 TK-6 elementary schools, two TK-8 Academies, two middle schools (6-8), six Intermediate schools, five comprehensive high schools, three alternative high schools, a middle college high school, a school for students with exceptional needs 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 TK -12 with a focus on unduplicated students and on Foster Youth with dedicated counselors to support the Foster Youth and Homeless students throughout CNUSD. Organized athletic activities as well as the arts and music are offered 4-12.

CNUSD serves a diverse student population which includes: 53.9% Hispanic, 21.5% White, 11.8% Asian, 5.7% African American, and 3.6% Filipino.+ Over 50 languages are spoken within our schools. In Corona-Norco 71.1%* of students are socioeconomically disadvantaged and 14.9%* are classified as English Learners. This year the unduplicated count of students who qualify as low income, English learners, or foster youth increased to 72.3%.* This percentage has been steadily increasing, and as a result, CNUSD now qualifies to receive concentration funding.

CNUSD employs just under 6,000 certificated and classified staff. CNUSD has a strong reputation in California as a high performing system. Of the 52 schools in the district, 37 have been selected as California Distinguished Schools over the last several years and the district was recently awarded a Golden Bell Award for the Academy of Innovation, virtual school.

Corona-Norco ranks among the top districts in Riverside County in conventional measures of student achievement and engagement, with a four-year adjusted cohort graduation rate of 96.1%^ and an A-G completion rate of 55.4%^ . Corona-Norco prides itself on a two-pillar approach to educating its students, supporting a high level of academic rigor and relevance and providing for the social-emotional needs of every student.

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

CNUSD's District Vision:

Our VISION is that...

Every student has the skills and resilience to thrive in a diverse global community.

CNUSD's District Mission:

Our MISSION is to ...

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

CNUSD's District Values:

We VALUE and strive to be ...

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

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

Our data this year reflects a continued need to focus on literacy and math, and as a result there is a refined focus on these areas. Additionally, we have continued to see an increased need for services to address students' social emotional needs, and this LCAP reflects that shift. This year we have made additions to the LCAP as a result of qualifying for concentration funding. This qualification is due to an

increase in the unduplicated student count in CNUSD over the past two years. Educational Partners were instrumental in looking at how to best leverage the additional funds to best meet the needs of our students.

* Indicates data collected from the CALPADS

+ 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.

For the first time since the fall of 2019, school districts received a CA School Dashboard. The data presented in the dashboard was based on the 2021-2022 school year. With a gap in data due to the COVID-19 pandemic, the California Department of Education (CDE) has determined that the information on the CA School Dashboard will be a “restart of accountability.” As such, districts received a “status” ranking on 5 out of the six State indicators. This ranking provides guidance on progress toward the State expectations for each indicator. The five indicators are: Chronic Absenteeism (Grades K - 8), Suspension Rate (Grades K - 12), English Learner Progress Indicator (Grades K - 12 where EL students need two years of data to be reflected), Graduation Rate (based on the 4-Year cohort from the graduating class of 2022), English Language Arts/Literacy (Grades 3 - 8 and 11 who took the CAASPP tests), and Mathematics (Grades 3 - 8 and 11 who took the CAASPP tests).

The State indicator where CNUSD saw the most success was in the area of Graduation rate earning a “very high” ranking. For the class of 2022, we saw 96.1% of students graduate. This is almost a 1% increase from the previous school year. CNUSD is particularly proud of the work that has been done to see the increases in graduation for our English Learners and our Socio-economically Disadvantaged students. The systems we have put into place to monitor student progress and ensure accurate reporting continue to yield high results. CNUSD will continue to leverage these systems moving forward.

CNUSD also saw success in the English Learner Progress Indicator (ELPI) earning a “medium” ranking where 54% of our EL students made progress learning English. Our English Language Arts (ELA) and Suspension Rate Indicators also earned a “medium” ranking. CNUSD is making progress in all three areas. Evidence of our work to support progress toward these areas is as follows:

ELPI

*Actions and services directly tied to supporting English Learners

*Ensuring access to resources at home by providing Chromebooks and WIFI access if needed

*Additional targeted district-wide support through resources such as Imagine Language and Literacy

*Bilingual Paraeducator Support

*Dedicated counselors to support EL students

*Participation in professional learning through the PROMESA Grant where teachers and administrators are diving deep into the ELA/ELD Framework to support EL students

*Parent engagement through ELAC and DELAC meetings - providing information on how to best support their students not only to reclassify, but also on how to be successful in school.

*Students enrolled in AVID Excel elective course at the secondary sites saw success. Sites will continue to offer this course to our EL students

*Students attended ELPAC bootcamps to add additional intervention and support

*EL TSAs provided training around First Best Instruction to support EL students

*Offering after school intervention opportunities

ELA

*Full implementation of a Universal Screener to identify potential gaps in reading coupled with intentional training around First Best Instruction with a Reading focus for grades TK - 6.

*Addition of TSAs at 23 elementary sites for the 2022-2023 school year to help support Multi-Tiered Systems of Support implementation. This included direct support with First Best Instruction in Reading, Intervention groups at the Tier 2 level, and helping to facilitate data conversations. Beginning with the 2023 - 2024 school year, all elementary sites will have a TSA to help scale the work.

*Resources to help support First Best Instruction around Reading, for example Heggerty materials were added to aid in Phonological and Phonemic Awareness instruction.

*Elementary sites are using various systems, such as release time during the student PE block, to have data chats about student progress as measured by the universal screener, progress monitoring assessments and classroom assessments.

*Some sites have leveraged grade level planning to create intervention groups where the teams work together to support the needs of the students and use progress monitoring to keep track of how the student is improving.

*Offering after school intervention opportunities.

Suspension

*As the school year opened, sites focused on building school culture to help students feel connected.

*Sites held expectation assemblies to foster a clear message about what are acceptable behaviors in school.

*Through the use of the Universal Screener data and the school counselors, MTSS teams have been able to identify students who may have been struggling in their behavior to help get them back on track.

*Sites have leveraged their Positive Behavior Interventions and Support (PBIS) systems to incentivize positive behaviors and use restorative practices to foster positive and prosocial behaviors.

*Parent meetings were held both at the school sites and through the parent center to partner with our parents and help students make excellent choices.

*Fostered partnerships with local law enforcement agencies to help build positive connections with our schools and students.

*Wellness rooms were added at every site to provide a calming environment for escalating behaviors and to help support self-regulation.

In addition to the aforementioned successes and based on feedback from our educational partners in the previous year, we had two key additions to support success at our schools; the first was adding an assistant principal at every elementary school to help support both the academic and social emotional needs at the site. The second was adding school counselors at all the sites. The school counselors were

identified as a need based on the mental health of our students coming off the COVID-19 pandemic. These two additions have been tremendous assets to ensure First Best Instruction in a safe learning environment is the primary target. Further, through the use of our structures, school sites have deepened their knowledge and implementation of MTSS. This has yielded positive results and will continue to anchor our next steps in our pursuit of all students achieving at high levels.

Reflections: Identified Need

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

For the first time since the fall of 2019, school districts received a CA School Dashboard. The data presented in the dashboard was based on the 2021-2022 school year. With a gap in data due to the COVID-19 pandemic, the California Department of Education (CDE) has determined that the information on the CA School Dashboard will be a “restart of accountability.” As such, districts received a “status” ranking on 5 out of the six State indicators. This ranking provides guidance on progress toward the State expectations for each indicator. The five indicators are: Chronic Absenteeism (Grades K - 8), Suspension Rate (Grades K - 12), English Learner Progress Indicator (Grades K - 12 where EL students need two years of data to be reflected), Graduation Rate (based on the 4-Year cohort from the graduating class of 2022), English Language Arts/Literacy (Grades 3 - 8 and 11 who took the CAASPP tests), and Mathematics (Grades 3 - 8 and 11 who took the CAASPP tests).

On a district level two State indicators were identified as an areas of need. They are Chronic Absenteeism and Mathematics. With respect to Chronic Absenteeism, 21.8% of students in grades K - 8 were chronically absent. CNUSD ranked in the “very high” status, which means that the chronic absenteeism rate was higher than the state goal. Additionally, of the 13 students groups, 11 were identified as either “high” or “very high” for chronic absenteeism. The student groups include the following: English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, American Indian, Hispanic, Pacific Islander, White, and Two or More Races. Regarding Mathematics, we received a status of “Low” which means students scored below standard on the state assessment. Of the 13 student groups, 9 groups came in with “Very Low” and “Low” status, they include: Foster Youth, Homeless, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, American Indian, Hispanic, and Pacific Islander.

In addition to the district level areas identified, CNUSD also identified student groups who were two or more levels below the “all student group.” The indicators are Graduation Rate and Suspension Rate. With respect to Graduation Rate, the identified student groups are English Learner (EL), Foster, Homeless and Students with Disabilities. For Suspension Rate, the identified student group is Homeless.

For the first time, CNUSD was identified as a Differentiated Assistance district. In order to be eligible for Differentiated Assistance, a student group must meet the criteria in two different priority areas. The criteria for each priority are:

Pupil Achievement (Priority 4):

*Very Low Status on both the ELA and Mathematics Academic Indicators

or

*Very Low Status on the English Learner Progress Indicator

Pupil Engagement (Priority 5)

*Very Low Status on the Graduation Rate Indicator

or

*Very High Status on the Chronic Absenteeism Indicator

School Climate (Priority 6)

*Very High Status on the Suspension Rate Indicator

CNUSD's designation was assigned based on the results surrounding three student groups: Foster Youth, Homeless and Students with Disabilities. For Foster Youth, the two indicators that triggered identification based on Priorities 5 and 6, were Very High Suspension Rate and Chronic Absenteeism. With respect to Homeless, the identification, based on Priorities 4, 5, and 6 were for very High Suspension Rate and Chronic Absenteeism and Very Low for both ELA/Literacy and Mathematics performance. Our Students with Disabilities were identified, based on Priorities 4 and 5, due to Very Low performance in ELA/Literacy and Mathematics, as well as Very High Chronic Absenteeism Rate.

After reflecting on the data, we identified some key potential contributors to the results and strategies to improve outcomes.

Chronic Absenteeism

Identified contributors:

*Required to follow the COVID-19 process in keeping students home based on the guidance from California Department of Public Health (CDPH) and the Riverside County Public Health Office.

*Many families chose to keep their students home after health guidance rules were lifted.

Strategies for Improvement:

*Held parent meetings to get at the root of why a student was not attending school.

*Communication was sent out to families about the adjustments in the rules tied to COVID-19.

*Leveraged the SARB and SART process to help students get back on track.

*Made home visits to support the parents in getting their student to attend school.

*Counselors have been integral in helping to increase student attendance.

*Foster Youth and Homeless counselor worked with families to support improvement of student attendance.

*Partnering with the Parent Center to connect with parents on the importance of student attendance.

*Through ELAC and DELAC meetings, families of EL students were provided important information on how critical it is to have excellent student attendance.

*Providing incentives to help promote positive student attendance.

*Removal of barriers, such as transportation by providing access to district buses to ensure students attend school.

- *Connecting families with the Expanded Learning Program to help provide after school care for our students.
- *Creating activities to support a positive school culture where students want to attend.
- *Specific root analysis is in the works to identify the gaps and barriers as to why Students with Disabilities and Homeless are having difficulties with attending school.

Mathematics

Identified Contributors to Performance:

- *Pedagogical knowledge around teaching mathematics linked to first best instruction.
- *Students expressed the toughest subject for them during the COVID-19 Pandemic was math. They shared that remote instruction for mathematics was difficult.

Strategies for Improvement:

- *Provide training to support unpacking the Mathematics standards and framework.
- *Develop a curriculum guide to be used across grade levels and mathematics courses.
- *Deepen the pedagogical knowledge around teaching mathematics.
- *Addition of TSAs to support teachers through coaching, modeling lessons, facilitating data chats, etc.
- *Intentional use of a Universal Screener to identify skill gaps in the area of Mathematics.
- *Specific root analysis is in the works to identify the gaps and barriers as to why Students with Disabilities and Homeless are having difficulties with Mathematics.
- *Use of online Mathematics intervention to help close the skill gaps.
- *Offering after school intervention opportunities.

English Language Arts/Literacy

Identified Contributors to Performance:

- *Pedagogical knowledge around teaching reading linked to first best instruction.
- *Universal screeners showed gaps in phonics and phonemic awareness which are critical foundations in learning to read.

Strategies for Improvement:

- *Provide training to support reading instruction which includes deepening the knowledge of standards and framework expectations.
- *Develop a curriculum guide to be used across grade levels and literacy courses.
- *Deepen the pedagogical knowledge around teaching reading.
- *Addition of TSAs to support teachers through coaching, modeling lessons, facilitating data chats, pull intervention groups, etc.
- *Intentional use of a Universal Screener to identify skill gaps in the area of Reading.
- *Specific root analysis is in the works to identify the gaps and barriers as to why Students with Disabilities and Homeless are having difficulties with Reading.
- *Use of online reading intervention to help close the skill gaps.

Graduation Rate

Identified Contributors to Performance:

*With the addition of a counselor specifically supporting the Foster Youth and Homeless students, we have seen an increase in students graduating; however, due to the high needs of this group, there may not be enough support available.

*Low parent/guardian involvement.

Strategies for Improvement:

*Specific root analysis is in the works to identify the gaps and barriers as to why English Learners (EL), Foster Youth, Students with Disabilities and Homeless are having difficulties with Graduating within the 4-year cohort.

*Continue to offer credit recovery opportunities through a virtual model to allow for flexibility for the student.

*Development of target supports for each student group to help close any gaps that are preventing them from passing classes required for graduation.

Suspension Rate

Identified Contributors to Performance:

*As a result of the COVID-19 Pandemic with the return to in-person learning, we experienced challenges with appropriate classroom and school behaviors

*Possible influences from social media challenges.

Strategies for Improvement:

*Specific root analysis is in the works to identify the gaps and barriers as to why Homeless and Foster Youth students are being suspended.

*Professional learning opportunity for staff on inclusionary practices, asset oriented approaches and fostering safe learning environments.

*Increase student connection to school by increasing opportunities for athletics, the arts, clubs, etc.

*Building on our processes we have place through the Parent Center and our Foster Youth and Homeless Counselors

*Sites have leveraged the MTSS processes to identify specific interventions to help redirect the students.

*With the help of district level MTSS Social Emotional Learning TSAs, sites are focused on deepening their implementation of restorative practices to help students work through situations before a poor decision is made.

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)** and the **Superintendent's Parent Advisory Committee (SPAC):** 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 be expanded or will begin in 2023:

- Class size reduction K-12
- Expansion of the Elementary and Intermediate Teachers on Special Assignment (TSAs) to support Tier 1 and 2 academics
- Secondary Math Teachers on Special Assignment to support Intermediate schools
- Increased hours for bilingual para-educators to support Option 1 English learners
- Expanded hours for classroom para-educators who support unduplicated students that also receive special education services

- Increased summer school funding
- Increased funding for technology hardware and software
- Additional maintenance personnel to maintain facilities
- Additional IT support
- Additional personnel in Communications
- Shortened Chromebook refresh program from 5 years to 4 years
- Expansion of both Spanish and Mandarin Dual Language Immersion (DLI)
- Bussing for Home Gardens Academy DLI students to the DLI program at Corona High School
- Expanded credit recovery to ensure students graduate on time and are able to obtain A-G eligibility

Ongoing programs/services in this area include:

- Maintenance personnel to maintain facilities
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Intervention support for literacy and math at elementary schools
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support
- Instructional technology and educational software for the classroom
- EdTechnicians (School site teachers) to support the implementation of educational technology at the school site
- 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
- Communications team support staff to provide timely and relevant information to staff and community
- Comprehensive visual and performing arts program for elementary students in grades 4-6 (VAPA)
- School allocations for supplemental support of at-risk students
- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals
- Additional Dual Language Immersion teachers to expand the Dual Language Program
- 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
- 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 2023:

- Addition of a Career Technical Education (CTE) Education Pathway - 2 teachers (Corona & Norco High School)
- Addition of a Primary Years Program - International Baccalaureate (PYP IB) at Lincoln Fundamental School
- Additional Advanced Placement (AP) and International Baccalaureate (IB) funding to provide tutoring support for unduplicated students

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
- Staff 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 CNUUSD 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
- Student transcript management program for transition to post-secondary
- Counseling Coordinator to oversee academic excellence, principally directed toward unduplicated students

Engagement

Goal 3: Student Safety and Well-being

Programs/Services that will begin in 2023:

- Uniformed Security at all elementary and intermediate schools
- Addition of a School Resource Officer (SRO) in Eastvale
- Behavior Intervention Specialists at the elementary level
- Social Workers
- Additional Intermediate and HS counselors at targeted sites

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 & families experiencing homelessness
- Employment of STEPS aides to support young children in building positive social skills
- CNUSD Parent Center personnel
- Family and community engagement support including parent nights to support school programs and involvement
- 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
- Athletic support for comprehensive high schools and intermediate schools
- Mental health supports: Care Solace, Gaggle, Mentoring programs, Wellness Together

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 does not have any schools identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Significant and purposeful engagement of parents, students, educators, and other educational partners including those representing the student groups identified in LCFF, is critical to the development of the LCAP and the budget process. We believe that 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 52 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 and represent all of our unduplicated student groups. 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 include certificated representation from elementary, intermediate, and high school. Additionally, nurses, counselors, 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 on September 27, 2022, to facilitate orientation to the LCAP and to allow for questions in the smaller groups. Half day meetings (9-12 p.m.) were held in person with the entire committee on 10/17/22, 11/16/22, 12/7/22, 1/26/23, 2/9/23, 3/1/23, and 3/22/23. During the first full group meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each Educational Partner group and reviewed the themes that emerged. The remaining meetings included presentations on key actions and services within the LCAP and were rooted in qualitative and quantitative data. All meetings were designed to be interactive to allow the committee time to delve deeply into current programs and provide input in the form of recommendations for the revision of the LCAP. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion. Written feedback was then gathered from committee members on the current actions being implemented and suggestions were collected on potential actions based on the need to principally support the unduplicated students in CNUSD. This valuable input allowed the district to garner the perceived strengths, opportunities, considerations, and clarify any questions. This information was transcribed and given to the LCAP Advisory Members as a record of the meeting and for future use in setting priorities and recommendations for the upcoming LCAP. The last meeting provided the committee an opportunity to evaluate each action and service within the current LCAP, prioritizing actions to increase, or decrease, and allowed for proposals of any additional actions not yet included in the LCAP to principally support unduplicated students.

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 in-person meeting on 5/24/23 dedicated to discussion of the LCAP and the gathering of their important input and questions. 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 (5/5/23) 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 provides recommendations on what resources are needed to meet that need. This consultation takes the form of ongoing discussions with SELPA personnel as well as a specific input from the Special Education Community Advisory Committee (CAC) via a representative who participates in monthly LCAP Advisory meetings. 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? Do you have any questions regarding the draft 2023-2024 LCAP?

Student and Community Input:

Student feedback was gathered through interviews and surveys received from Intermediate and high school students that represent the diverse makeup of their sites. This year we received input from almost 1,600 students.

Further feedback was provided through the LCAP and Strategic Plan Community Engagement Survey that was provided to educational partners and 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 an opportunity for them to submit additional feedback and comments through free response options. We received 2,949 responses this year and plan to significantly increase participation in this survey next year.

A draft of the 2023-24 LCAP was posted on the CNUSD webpage for community review on May 26, 2023, more than 72 hours prior to the public hearing at the June 6, 2023 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 May 26, 2023. Staff and parents receive notification of this newsletter via text and email. Hyperlink access to all documents and input forms is provided to allow parents the ability to view and comment via phone, tablet or computer.

Extended Cabinet, Administrators, Local Bargaining Units, and Executive Cabinet feedback:

Members of extended cabinet and site administrators engaged in an analysis of our state indicator data and participated in an activity to identify strengths and areas of need based on the reviewed data as well qualitative and quantitative local data. Meetings were also held with members of both bargaining associations to review input from all stakeholders and to synthesize final recommendations for inclusion in the 2023-24 LCAP.

A summary of the feedback provided by specific educational partners.

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 2023-2024 LCAP. Below is a reflection of the input and recommendations that were provided from the CNUSD community.

Student recommendations were thoughtfully provided. Students were asked if they were aware of the various supports provided at school and if they were accessing the programs and supports provided. Students were then asked what additional support could be provided to assist them academically and emotionally. Overwhelming the students stated that they would like tutoring, both during the day, and after school. They also shared that clubs, sports and electives are helpful and they would like more opportunities and choice. Several commented that the poor wifi was a barrier in their learning. Overwhelmingly homework was the most highly reported comment. Students requested after school homework help or clubs, but more often shared that there was too much homework and that this was a source of pressure and anxiety for them. A large number of students wrote that mental brain breaks or wellness rooms would help them emotionally and academically. Counseling was the number one request for emotional support provided by students. They shared that they would like counseling groups, therapy groups and mentoring. They shared that the ability to go see a counselor as needed was important and that having the counselors provide lessons in classes was helpful as well.

District English Learner Advisory Council (DELAC) recommendations were gathered at the final DELAC meeting and reflected the desires of the committee to ensure that English learner students are prepared to perform at high levels academically, socially and emotionally and are prepared to reclassify to Fluent English Proficient as soon as possible. The group expressed a desire to increase bilingual paraeducator support for ELs. This included providing additional service and having full time support on campus. The need for mandarin paraeducators and translators was also shared. With a growing number of newcomers to the district, newcomer supports and EL counselors were listed. Providing training and professional development for both the bilingual paraeducators and the teachers in research based strategies for working with English learners was shared. Additionally, the DELAC requested: software program to support language development, afterschool activities to involve families and teach them how to help their students, lower class sizes, tutoring, AVID, social workers, athletics, and community liaisons,

Consultation with the CNUSD SELPA provided the following recommendations:

Supplemental materials to support students to academic success, program support from dedicated Teacher on Special Assignment for specific programs such as the autism program, Intensive Intervention, and Moderate to Severe classrooms. Additionally, full day paraeducator classroom support for the unduplicated students who receive special education services was a high priority.

Superintendent's Parent Advisory Committee (SPAC) feedback included:

The parents of the Superintendent's Parent Advisory Committee appreciated the added security on the elementary and intermediate campuses as well as the overall focus on school safety. They also shared that they valued the full-time assistant principals, counselors and smaller class sizes. They would like to see resources for gifted students, greater math supports, after school care/activities and the utilization of paraeducators to provide tutoring for students in need.

The LCAP Advisory Committee made the following recommendations:

After a yearlong process of reviewing programs, services and impacts within the district, the LCAP Advisory Committee overwhelmingly focused on increasing both the academic, social and emotional staffing support for students across the district. Specifically, the recommendations included reducing class size K-12, increasing the site academic and intervention support provided by Teachers on Special Assignment, increased counselors, nurses and psychologists, increased paraeducator hours, increased clerical hours, increased translation support, and increased SROs. Recommendations for additions in personnel to the LCAP included social workers, security at the elementary and intermediate schools and the addition of behavior interventionists.

Additionally, the committee recommended expanding several current actions and services including dual enrollment, Umoja, AVID, CTE, VAPA, summer school, professional learning, wifi/technology, college visits, mentoring and athletics.

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 were validated:

High Quality Instruction/Academic Supports

Reduced class size, Early literacy and math support, 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 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, STEP's aides, MTSS supports for Tier I, Tier II and Tier III, mentoring programs, character education programs, social workers, behavior intervention supports

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

After a year of deep engagement with our educational partners and after thoroughly reviewing both CNUSD's state and local data, CNUSD has collaboratively developed the 2023-24 LCAP. This LCAP prioritizes resources in a manner that addresses both the needs of students, community and district; and reflects the feedback garnered from all educational partners.

The actions and services within the LCAP support three broad goals 1.) Academic Excellence 2.) College and Career Readiness 3.) Student Safety and Well-being, that directly align with the District's Strategic Plan.

After reviewing and prioritizing all educational partner feedback, the following aspects of the LCAP were expanded or added:

1. Additional Teachers on Special Assignment (TSA) were added to action 1.7. This was part of the 3-year roll-out to ensure that all elementary sites had full time academic/intervention support for students most in need.
2. An IT position was added action 1.8 to assist with the California Longitudinal Pupil Achievement Data System (CALPADS).
3. Four IT techs and increased funding for technology hardware were added to action 1.9 to ensure that teacher and student technology is working properly to support instruction.
4. An Educational Technology Specialist was added to action 1.12 to support the use of educational technology in the classroom.
5. Increased funding to shift from a 5 year refresh to a 4 year refresh was added to action 1.13. This also accounts for the increased costs for Chromebooks.
6. A Special Education support provider was added to 1.15 to support new special education teachers in Induction.
7. Increased funding in summer school was provided to 1.16. This funding had been covered by a one-time grant and is now returning to LCAP.
8. An additional position is being added to the Communications departments, action 1.18, to ensure that important information is communicated to our community in a timely manner.
9. Additional teachers will be hired to lower class sizes at all levels K-12, action 1.23.
10. The Dual language Immersion (DLI) program will be expanded to include Spanish DLI at VanderMolen and Mandarin DLI at Rosa Parks. Bussing will be provided for DLI students at Home Gardens Academy to attend the DLI program at Corona High School, action 1.25.
11. Academic/Intervention Math Teachers on Special Assignment (TSA) will be provided to Intermediate schools, action 1.27.
12. Additional funding is provided to support the expanding AVID program, action 1.31.
13. A Mandarin translation company will be contracted to ensure support with interpreting and translation for our growing Mandarin community, 1.32.
14. Full time hours will be provided for paraeducator classroom support for unduplicated students who also receive special education services, 1.35.
15. Bilingual paraeducator hours will be increased, action 1.36, to provide additional support to our option 1 language learners.

16. Credit Recovery support, action 1.38, has been increased from: .4 to .8 to ensure that students most impacted by the pandemic graduate on time and are A-G eligible.
17. Assistant principal funding has been added to action 1.40. Additional support for YRS is being provided to ensure that all students are supported throughout the 12 month calendar.
18. Addition of the International Baccalaureate Primary Years Program (IB-PYP) at Lincoln Fundamental in action 2.8. The addition of this program provides a feeder program K-12 for students who choose the IB pathway. Additional funding was also added to provide academic supports to students taking Advanced Placement (AP) courses. These supports are targeted at serving unduplicated students new to AP courses.
19. Action 2.11 specifically addresses the use of CaliforniaColleges.edu. As part of the Governor's Cradle to Career initiative, CaliforniaColleges.edu resources are provided free of charge. Funding was changed in this action to hire an Academic Counseling Coordinator who will focus on the academic success and graduation of our unduplicated students.
20. The addition of behavior intervention specialists at the elementary level to action 3.5. These specialists will support pro-social behaviors and increase academic engagement/performance.
21. Additional counselors will be provided to support the social emotional wellness at JFK Middle College High School and the Tobacco-Use Prevention Education Program (TUPE), action 3.7.
22. An additional School Resource Officer and a Security Coordinator will be provided in action 3.12.
23. An intervention counselor will be added to Lee V Pollard High School, action 3.13.
24. Three intermediate school counselors were added to action 3.14.
25. A Coordinator of Athletics was added to 3.29 to ensure the safety of student athletes across the district. Additionally, funding support was provided to the comprehensive high schools and intermediate schools to support student participation in athletics.
26. A new action, 3.30, was added to include three social workers who will be hired to support students and families throughout the district.
27. A new action, 3.31 was added to hire uniformed security guards at every elementary school and add one more to the intermediate schools.

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 CNUSD has 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. | CAASPP Data - Fall 2022 (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 55.61% * Hispanic - 46.29% * English Learner - 15.82% * Low Income (now Socio-economically | | * 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 |
|--|---|---|---|----------------|--|
| | <ul style="list-style-type: none"> * Special Education - 21.62 % * RFEP - 71.51 % | | <ul style="list-style-type: none"> Disadvantaged (SED)) - 46.83% * Foster Youth - 27.08% * African American - 48.86% * Special Education - 19.27% * RFEP - 67.77% | | |
| <p>Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC Math</p> <p>State Priority 4</p> | <p>CAASPP Data - Fall 2019</p> <ul style="list-style-type: none"> * 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 % | <p>2020 - 2021 - CAASPP Data</p> <p>(Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)</p> <p>Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered.</p> | <p>CAASPP Data - Fall 2022</p> <p>(Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/)</p> <ul style="list-style-type: none"> * Overall - 38.76% * Hispanic - 27.70% * English Learners - 12.62% * Low Income (now Socio-economically Disadvantaged (SED)) - 29.86% * Foster Youth - 10.53% * African American - 28.46% | | <ul style="list-style-type: none"> * 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 % |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|----------------|--|
| | | | * Special Education - 14.11% * RFEP - 42.63% | | |
| The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4 | 2019 - 2020 - Q SIS * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 % * Special Education - 9.54 % * RFEP - 60.09 % 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 57.00 % * Hispanic - 48.6 % * English Learners - 23.1 % * Low Income (now Socio-Economically Disadvantaged (SED)) - 46.0 % | 2020 - 2021 - (Data Source: DataQuest - https://data1.cde.ca.gov/dataquest/) (Data source - Q SIS for RFEP) * Overall - 52.9 % * Hispanic - 44.0 % * English Learners - 18.7 % * SED - 40.3 % * Foster Youth - 10.5 % * African American - 52.5 % * Special Education - 12.8 % * RFEP - 60.09 % | 2021-2022 (Data Source: DataQuest - https://data1.cde.ca.gov/dataquest/) (Data source - Q SIS for RFEP) * Overall - 55.4% * Hispanic - 45.6% * English Learners - 19.2% * SED - 46.6% * Foster Youth - 17.9% * African American - 57.0% * Special Education - 13.2% * RFEP - 55.3% | | * Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * SED - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 % Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP) * Overall - 60 % * Hispanic - 52 % * English Learners - 30% * Low Income (now Socio-Economically Disadvantaged (SED)) - 52 % * Foster Youth - 35 % |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|--|
| | <ul style="list-style-type: none"> * Foster Youth - 28.6 % * African American - 57.3 % * Special Education - 13.2 % * RFEP - 56.85 % | | | | <ul style="list-style-type: none"> * African American - 61 % * Special Education - 20 % * RFEP - 63 % |
| Participation in AP Tests State Priority 4 | 2019 - 2020 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) <ul style="list-style-type: none"> * 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) <ul style="list-style-type: none"> * Overall - 64.44 % * Hispanic - 58.12 % * African American - 53.77 % * English Learners - 50.94 % * RFEP - 62.8 % * SED - 60.14 % * Foster Youth - 50.0% | 2021-2022 - Participation in AP Tests (Data Source: Collegeboard and Q SIS) <ul style="list-style-type: none"> * Overall - 70.98% * Hispanic - 64.40% * African American - 58.45% * English Learners - 67.53% * RFEP - 71.89% * SED - 68.66% * Foster Youth - 40.0% | | <ul style="list-style-type: none"> * 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 | 2020 - 2021 - Percentage of unduplicated students scoring 3 or better on at least one AP exam | 2021 - 2022 - Percentage of unduplicated students scoring 3 or better on at least one AP exam | | <ul style="list-style-type: none"> * Overall - 64.07 % * Hispanic - 60.99 % * RFEP - 66.48 % * SED - 59.51 % * Foster Youth - 66.00 % |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| | (Data Source: - Collegeboard and Q SIS) * Overall - 61.07 % * Hispanic - 54.99 % * RFEP - 60.48 % * Low Income (now Socio-economically Disadvantaged (SED)) - 53.51 % * Foster Youth - 60.00 % * African American - 51.75 % | (Data Source: - Collegeboard and Q SIS) * Overall - 52.31 % * Hispanic - 47.41 % * African American - 38.57 % * RFEP - 50.81 % * SED - 46.33 % * Foster Youth - 33.33 % | (Data Source: - Collegeboard and Q SIS) * Overall - 65.50% * Hispanic - 60.22% * African American - 55.92% * RFEP - 61.10% * SED - 60.22% * Foster Youth - 33.33% | | * African American - 57.75 % |
| 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/caas pp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered. | CAASPP Data - Fall 2022 (Data Source: https://caaspp- elpac.cde.ca.gov/caas pp/) * Overall - 60.82% * Hispanic - 52.50% * English Learners - 6.37% * Low Income (now Socio-economically Disadvantaged (SED)) - 52.74% | | * Overall - 69.67 % * Hispanic - 65.79 % * English Learners - 20.97 % * SED - 63.38 % * African American - 65.62 % * RFEP - 73.37 % |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| | | | * African American - 51.51 % * RFEP - 65.62% | | |
| Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. State Priority 4 | CAASPP Data - Fall 2019 * Overall - 39.93 % * Hispanic - 30.56 % * English Learners - 8.36 % * Low Income (now Socio-economically Disadvantaged (SED)) - 28.73 % * African American - 31.18 % * RFEP - 38.42 % | 2020 - 2021 - CAASPP Data (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) Due to the COVID-19 Pandemic, the CAASPP Assessments were not administered. | CAASPP Data - Fall 2022 (Data Source: https://caaspp-elpac.cde.ca.gov/caaspp/) * Overall - 31.92% * Hispanic - 20.56% * English Learners - 3.8% * Low Income (now Socio-economically Disadvantaged (SED)) - 24.21 % * African American - 26.03% * RFEP - 28.51% | | * Overall - 42.93 % * Hispanic - 36.56 % * English Learners - 14.36 % * SED - 34.73 % * African American - 37.18 % * RFEP - 44.42 % |
| Increase High School Graduation Rate (Four-year Adjusted Cohort Rate) Priority Area 5 | 2019 - 2020 DataQuest * Overall -95.6% * Hispanic - 95.1% * English Learner - 88.7% * Low Income - 94.4% * Homeless - 87.9% | 2020 - 2021 (Data Source: DataQuest) * Overall -95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % | 2021 - 2022 (Data Source: DataQuest) * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% | | * Overall - 98.6% * Hispanic - 98.1% * African American - Maintain or increase * English Learner - 94.7% * SED - 97.4% * Homeless - 93.9% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|--|
| | <ul style="list-style-type: none"> * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8% <p>2019 - 2020 - Adjusted Baseline (Data Source: DataQuest)</p> <ul style="list-style-type: none"> * Overall - 94.5 % * Hispanic - 94.1 % * African American - 97.6 % * English Learner - 86.5 % * Low Income (now Socio-economically Disadvantaged (SED)) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6% | <ul style="list-style-type: none"> * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % * Special Education - 86.5% | <ul style="list-style-type: none"> * SED - 95.6% * Homeless - 79.7% * Foster Youth - 82.4% * Special Education - 84.6% | | <ul style="list-style-type: none"> * Foster Youth - 88.4% * Special Education - 96.8% <p>Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest)</p> <ul style="list-style-type: none"> * 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% |
| EL Reclassification Rate State Priority 4 | 2020- 2021 - EL Reclassification Rate (Data Source: DataQuest) 12.6% | 2021 - 2022 - EL Reclassification Rate (Data Source: DataQuest) 13.2% | 2022 - 2023 - EL Reclassification Rate (Data Source: DataQuest) 12.7% | | 15% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|-------------------------------------|
| <p>Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC</p> <p>State Priority 4</p> | <p>California School Dashboard - Fall 2019</p> <p>50.00 %</p> | <p>2020 - 2021 - ELPI Data</p> <p>(Data Source: https://www.caschooldashboard.org/reports/3367033000000/2021)</p> <p>Due to the COVID-19 Pandemic, the ELPI was not calculated.</p> <p>In the absence of the ELPI, the Summative ELPAC scores are provided for 2020-2021</p> <p>Level 4 - 17.13%</p> <p>Level 3 - 37.93%</p> <p>Level 2 - 29.20%</p> <p>Level 1 - 15.73%</p> | <p>2021 - 2022 - ELPI Data</p> <p>(Data Source: https://www.caschooldashboard.org/reports/3367033000000/2022)</p> <p>54.00%</p> | | 56.00% |
| <p>Local Indicators: * Appropriate teacher assignment</p> <p>State Priority 1</p> | <p>2020 - 2021 Williams Act Reports</p> <p>Appropriate teacher assignment 100%</p> | <p>2021 - 2022 Williams Act Reports (As of May 6, 2022)</p> <p>Appropriate teacher assignment 100%</p> | <p>2022 - 2023 Williams Act Reports</p> <p>Appropriate teacher assignment 100%</p> | | Appropriate teacher assignment 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|---------------------------------------|
| Local Indicators: * Student access to core materials State Priority 1 | 2020 - 2021 Williams Act Reports Student access to core materials 100% | 2021 - 2022 Williams Act Reports (As of May 6, 2022) Student access to core materials 100% | 2022 - 2023 Williams Act Reports Student access to core materials 100% | | Student access to core materials 100% |
| Local Indicators: * Facilities in good repair State Priority 1 | 2020 - 2021 Williams Act Reports Facilities in good repair 100% | 2021 - 2022 Williams Act Reports (As of May 6, 2022) Facilities in good repair 100% | 2022 - 2023 Williams Act Reports Facilities in good repair 100% | | Facilities in good repair 100% |
| Local Indicators: Implementation of the academic content and performance standards adopted by the State Board of Education State Priority 2 | 100% | 100% | 100% | | 100% |
| Local Indicators: EL Access to and implementation of CCSS and ELD Standards State Priority 2 | 100% | 100% | 100% | | 100% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|------------------|--------------|
| 1.1 | High quality staffing | <p>a. Highly trained teachers will provide rigorous instruction and support services daily Funding through: LCFF \$309,279,305</p> <p>b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. Funding through: LCFF \$35,287,318</p> <p>c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. Funding through: LCFF \$93,280,423</p> | \$437,847,046.00 | No |
| 1.2 | Access to standards aligned instructional materials and facilities that are maintained in good repair | <p>a) All students will have sufficient textbooks and instructional materials. Funding through: LCFF \$3,337,203</p> <p>b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair Funding through: LCFF \$30,571,694 Funding through: LCFF Supplemental/Concentration \$1,796,047</p> | \$35,704,944.00 | No |
| 1.3 | High quality professional learning will be made available to all certificated staff | Provide all teachers with professional learning on research-based best 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 | \$1,600,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | | <p>students. Data will be used to identify future areas of need professional learning.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | | |
| 1.4 | High quality professional learning will be made available to all classified staff | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$220,000.00 | Yes |
| 1.5 | High quality professional learning will be made available to all special education staff | <p>Teachers will be provided professional development to support the specialized instruction for Students with Disabilities</p> <p>Funding through: LCFF</p> | \$70,833.00 | No |
| 1.6 | Instructional support and coaching | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration \$260,608</p> | \$260,608.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 1.7 | Intervention support and instructional coaching | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration \$ 9,661,336</p> | \$9,661,336.00 | Yes |
| 1.8 | Data analysis | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$420,869.00 | Yes |
| 1.9 | Educational technology hardware and software will be provided to all sites and supported through professional development and staff | <p>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 will be provided to assist with the educational technology support and an IT office assistant will support the 1:1 devices.</p> <p>Funding through: LCFF \$805,448 and LCFF Supplemental/Concentration \$ 1,860,615</p> | \$2,666,063.00 | Yes |
| 1.10 | Site educational technology support | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$30,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 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/Concentration | \$1,634,926.00 | 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. An Educational Technology Specialist will be hired to support students and families with technology questions as needed. Funding through: LCFF Supplemental/Concentration | \$293,000.00 | Yes |
| 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/Concentration | \$4,687,103.00 | 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. | \$229,513.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-----------------|--------------|
| | | Funding through: LCFF Supplemental/Concentration | | |
| 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/Concentration | \$974,724.00 | 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 all elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. Funding through: LCFF Supplemental/Concentration \$2,413,553; ASES State Funds of \$2,524,521; ELO-P \$ 25,302,736 | \$30,240,810.00 | Yes |
| 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/Concentration | \$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 | \$1,043,097.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|----------------|--------------|
| | | <p>families. Additional staffing including multi-media specialists will be provided.</p> <p>Funding through: LCFF \$291,054 and LCFF Supplemental/Concentration \$752,043</p> | | |
| 1.19 | Comprehensive Visual and Performing Arts program for Elementary Schools. | <p>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.</p> <p>Funding through: LCFF \$646,982 & LCFF Supplemental/Concentration \$1,362,448</p> | \$2,009,430.00 | Yes |
| 1.20 | Provide additional support to foster youth TK-12 | <p>a. Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.</p> <p>b. Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring and events to support school connection.</p> <p>Funding through LCFF Supplemental/Concentration</p> | \$20,000.00 | Yes |
| 1.21 | Funding for at-risk students, EL | Provide additional allocations to all school sites to support the learning and well-being of unduplicated students based on academic, social- | \$2,400,379.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|---|-----------------|--------------|
| | (including RFEP), SED and Foster Youth. | emotional and behavioral data. Sites will detail their plans of support within their annual School Plans for Student Achievement. Funding through: LCFF Supplemental/Concentration | | |
| 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/Concentration | \$1,242,363.00 | Yes |
| 1.23 | Additional staffing to reduce class sizes K-12. | Additional teachers will be assigned reduce class sizes K-12. Maintaining additional teachers will provide greater opportunity to differentiate instruction to meet the learning needs of students from 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/Concentration | \$33,942,903.00 | Yes |
| 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/Concentration | \$2,151,759.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 1.25 | Dual Immersion teachers | Hire Dual Immersion teachers to support expansion of the Dual Language Immersion Program (DLI) in both Spanish and Mandarin. Funding through: LCFF Supplemental/Concentration | \$1,583,521.00 | 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. (iReady, iStation) Funding through: LCFF Supplemental/Concentration | \$856,820.00 | Yes |
| 1.27 | Mathematics support | Supplemental math materials will be purchased to enhance the core curriculum and provide intervention supports for students most in need. Secondary Math Teachers on Special Assignment (TSAs) will be provided to support intermediate school math teachers and students. Funding through: LCFF Supplemental/Concentration | \$1,710,000.00 | Yes |
| 1.28 | Literacy support | a. A Literacy coordinator will support professional learning in the Science of Reading. Funding through: LCFF Supplemental/Concentration 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/Concentration | \$618,711.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 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/Concentration | \$100,000.00 | 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/Concentration 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 counts. Monitor progress of students in AVID, particularly RFEP students. Funding through: LCFF Supplemental/Concentration | \$2,528,105.00 | Yes |
| 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/Concentration | \$262,528.00 | 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/Concentration | \$653,591.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-----------------|--------------|
| 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 | \$1,740,160.00 | No |
| 1.35 | Additional support for unduplicated students with disabilities | Provide classroom instructional assistants for unduplicated students who receive special education services to support the instructional process. Funding through: LCFF \$30,250,793 and LCFF Supplemental/Concentration \$7,300,000 | \$37,550,793.00 | No |
| 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/Concentration | \$3,888,122.00 | 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/Concentration | \$478,876.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-----------------|--------------|
| 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/Concentration | \$159,645.00 | 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. Funding through: LCFF \$15,016,632 and LCFF Supplemental/Concentration \$3,746,208 | \$18,762,842.00 | 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/Concentration | \$2,445,208.00 | Yes |

Goal Analysis [2022-23]

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.

During the 2022 - 23 school year, CNUSD implemented all planned actions within Goal 1. District funding is generated based on a 3-year average of the Unduplicated Pupil Percentage (students who qualify in any of the following groups: low income, English learner, or Foster Youth). In the Spring of 2024 CNUSD was certified to receive Concentration funding. This was a result of increasing unduplicated percentages and a new 3-year average that exceeded the 55% requirement for this funding. Mid-year, CNUSD received this additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. A large computer refresh was purchased to replace damaged Chromebooks for students (1.13), An additional Induction Support Provider was hired to support Special Education teachers (1.15), additional supplemental materials for the new Science adoption were purchased (1.17), the Imagine Language and Literacy, a software program that accelerates both literacy skills and English language development for English learners was purchased (1.33). Supplemental math manipulatives and the Imagine Learning Classroom, a digital math platform that provides an immersive math experiences with digital and print resources including ready-to-go, customizable, and assignable lesson cards, virtual manipulatives, and interactive math tools, Digital tasks, practice, and assessment for real-time feedback and data to inform instructional decisions, were purchased to support the new K-5 math adoption (1.27), culturally diverse classroom libraries were purchased for elementary classrooms to promote literacy and ensure all students have access to books (1.28),

funds were provided for all classroom teachers to purchase supplemental materials to support classroom instruction (1.29), Credit recovery was expanded (doubled) to support students in danger of not graduating (1.38), additional classroom materials and supplies were purchased for kindergarten classrooms to support a full day of instruction (1.41). The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update Tables included at the end of this plan as estimated actuals.

Through the combined support of the actions and services provided in Goal 1 of the LCAP, CNUUSD experienced many successes. This year CNUUSD expanded the number of teachers on special assignment (TSAs) to support 23 elementary schools. The TSAs were instrumental in providing professional development in literacy to all TK-6 teachers in the district and then provided follow-up targeted Tier I & 2 academic support for both teachers and students. Professional development continued to be a powerful support for both certificated and classified staff. Professional development offerings were provided in person during the day, after hours, virtually, and self-paced. Literacy and math were key areas of training as was SEAL (Social Emotional Academic Learning) training. Training on Universal Design for Learning (UDL) began with Dr. Katie Novak and will continue into the next year. During the 2022-23 school year almost 700 professional learning offerings were provided with over 16,000 staff (duplicated numbers) in attendance. Literacy training for classified paraeducators assigned in TK and K classrooms was delivered and first responder training for security and campus supervisors in first aid, CPR, AED, Stop the Bleed and Narcan were provided. This year in AVID we are proud of the move to a TK-12 coaching and articulation model. This allowed for increased collaboration within feeder patterns, a consistent coaching focus, and as a result of this, specific recommendations to improve the AVID experience for students within the district were provided. Additionally two new programs (Lee V. Pollard, Highland Elementary) were added. The CNUUSD Teacher Induction program continues to grow and provide outstanding support for our new teachers. This year a special education support provider was added to the team to provide customized support to our special education teachers. A social emotional learning component is built into every induction collaboration which has had a direct impact on students. Ongoing support provided to foster and homeless students was also a highlight this year. Seven events were held for foster and homeless students in various grade levels that included field trips, college tours, holiday events, and a Dare to Dream event. Five events were held to support families and included a back-to-school resource fair, parent/guardian information night, and senior celebrations. Dedicated foster and homeless counselors continue to work with students at their site monthly and offer many supports (academic, social/emotional, career, FAFSA and college assistance). Credit recovery opportunities for students continued to be offered at an increased level to ensure on-time graduation and improvement in A-G eligibility. Lastly, through the pandemic accurate and timely communication became critical and it continues to be highly important to provide transparent and timely information to our community. The CNUUSD Communications Department is award winning and has done an exceptional job in providing consistent messaging to staff, students and the community as a whole. The staff newsletter and the CNUUSD Connection (Community Newsletter) continue to deliver essential updates to families on a biweekly basis. Additionally, Communications maintains communications through a variety of media outlets such as Facebook, Twitter and the CNUUSD webpage. By the numbers, CNUUSD has 1,029 new followers, has received 4,877 messages, published 1,077 posts, had 2,392,331 impressions, and 387,648 video views.

Challenges in implementation of the actions and services within Goal One continue to be due to staffing shortages in both the certificated and classified areas. Professional learning is most effective when offered during the day and the lack of substitutes greatly impacted the number of offerings, and number of teachers, that could attend. Classified staffing was also a significant challenge, specifically in the paraeducator classifications. With a new 1:1 device implementation, the impact of repairing student Chromebooks was high and IT staff were pulled thin.

Rising costs of technology also posed challenges as devices needed to be replaced. Workload on our educational staff in general continues to pull them in more directions than ever and this impacts the services that can be provided.

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

Mid-year, CNUUSD received additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update Tables included at the end of this plan as estimated actuals and will be carried over into the 2023-2024 actions. Material differences (greater than 10%) between budgeted expenditures and estimated actual expenditures of actions in this goal are as follows:

1. Negotiated raises increased costs for personnel funded in the following actions: 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.11, 1.15, 1.16, 1.18, 1.19, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, 1.32, 1.33, 1.36, 1.39, 1.40, 1.41.
2. Federal expenditures (TII) were higher than originally budgeted (1.7)
3. A large computer refresh was purchased to replace damaged Chromebooks for students (1.13)
4. An additional Induction Support Provider was hired to support Special Education teachers (1.15)
5. Additional supplemental materials for the new Science adoption were purchased (1.17)
6. Carryover dollars for school sites are included in estimated actuals (1.21)
7. Supplemental math manipulatives and the Imagine Learning Classroom, a digital math platform that provides an immersive math experiences with digital and print resources including ready-to-go, customizable, and assignable lesson cards, virtual manipulatives, and interactive math tools, Digital tasks, practice, and assessment for real-time feedback and data to inform instructional decisions, were purchased to support the new K-5 math adoption (1.27)
8. Culturally diverse classroom libraries were purchased for elementary classrooms to promote literacy and ensure all students have access to books (1.28)
9. Two thousand dollars per certificated bargaining member was provided to purchase supplemental materials to support classroom instruction (1.29)
10. The Imagine Language and Literacy, a software program that accelerates both literacy skills and English language development for English learners was purchased (1.33)
11. Credit recovery was expanded (doubled) to support students in danger of not graduating (1.38)
12. Additional classroom materials and supplies were purchased for kindergarten classrooms to support a full day of instruction (1.41)

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

Goal 1 is focused on ensuring that all students have opportunities to achieve at high levels of academic success. The actions and services within goal 1 work together to positively impact student achievement. The culmination of the students academic journey is graduation. CNUUSD is proud to share that the 4-year cohort graduation rate for 2021-22 is 96.1%, an increase of 0.9% over 2020-2021, and second

highest in the county. Gains are noted in these subgroups: Hispanic (3.1%), African American (1.4%), Foster Youth (12.0%), English Learners (0.7%), and Socioeconomically Disadvantaged (2.0%). Efforts need to continue to increase graduation rates for special education and homeless students who declined by 1.9% and 7.3% respectively.

Overall student participation in Advanced Placement courses has declined (5.99%) since our baseline was established in 2019-2020 from 27.47% to 21.48%, yet the pass rate remains stable at 94.19%. The decline in AP participation could be attributed to the successful implementation of dual enrollment courses which has seen 2,868 students enroll in 33 course offerings over the past two years (six semesters).

Student success on AP exams, earning of a 3 or higher, increased to 65.5% overall which is a 13.2% increase over last year and a 4.4% increase over pre-pandemic performance. This also surpasses the year 3 desired outcome by over 1 percent.

The actions and services provided in LCAP to support English learners have yielded excellent results. The 2022-23 EL reclassification rate remains high at 12.7% and students are continuing to reclassify as the school year comes to a close. CNUSD English Learner Proficiency Indicator (ELPI) is 54% up from 50% which identifies CNUSD in the "High" category.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU systems saw an overall increase from the previous year of 2.5%. The largest gains were in the following subgroups: Hispanics, African Americans, English Learners, Foster Youth, and special education students.

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 has been experiencing an increase in the number of its unduplicated pupil percentage (UPP) as measured through the alternative school funding form and registration collected annually through the online registration process. This year the increased UPP qualified CNUSD for Concentration funding.

After consulting with our educational partners, several actions were increased and or added within this goal. Changes within this goal that contribute to the increased and improved services of unduplicated students include:

1. Fifty additional Teachers on Special Assignment (TSA) were added to action 1.7. This was part of the 3-year rollout to ensure that all elementary sites had full time academic/intervention support for students most in need.
2. An IT position was added action 1.8 to assist with the California Longitudinal Pupil Achievement Data System (CALPADS).
3. Four IT techs and increased funding for technology hardware were added to action 1.9 to ensure that teacher and student technology is working properly to support instruction.
4. An Educational Technology Specialist was added to action 1.12 to support the use of educational technology in the classroom.
5. Increased funding to action 1.13 to shift from a 5 year refresh to a 4 year refresh. This increase also accounts for increases in Chromebook costs.

6. A Special Education support provider was added to 1.15 to support new special education teachers in Induction.
7. Increased funding in summer school was provided to 1.16. This funding had been covered by a one-time grant and is now returning to LCAP.
8. An additional position is being added to the Communications departments, 1.18 to ensure that important information is communicated to our community in a timely manner.
9. Additional teachers will be hired to lower class sizes at all levels K-12, action 1.23. 27 million dollars was allocated to this action.
10. The Dual language Immersion (DLI) program will be expanded to include Spanish DLI at VanderMolen and Mandarin DLI at Rosa Parks. Bussing will be provided for DLI students at Home Gardens Academy to attend the DLI program at Corona High School, action 1.25.
11. Academic/Intervention Math Teachers on Special Assignment (TSA) will be provided to Intermediate schools, action 1.27.
12. Additional funding is provided to support the expanding AVID program, action 1.31.
13. A Mandarin translation company will be contracted to ensure support with interpreting and translation for our growing Mandarin community, 1.32
14. Full time hours will be provided for paraeducator classroom support for unduplicated students who also receive special education services, 1.35.
15. Bilingual paraeducator hours will be increased, action 1.36, to provide additional support to our option 1 language learners.
16. Credit Recovery support, action 1.38, has been increased from .4 to .8 to ensure that students most impacted by the pandemic graduate on time and are A-G eligible.
17. Assistant principal funding has been added to action 1.40. Additional support for YRS is being provided to ensure that all students are supported throughout the 12 month calendar.

As needed, wording in action titles or descriptions were modified to provide the reader a clearer understanding of the goal or added services/supports. Changes include:

1. Action 1.12 Added "An Educational Technology Specialist will be hired to support students and families with technology questions as needed."
2. Action 1.23 Changed the title and description from Additional staffing for elementary and intermediate schools to support unduplicated students in the Corona Circle City schools to "Additional staffing to reduce class sizes K-12." Action 1.25 Changed the description from Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students to "Hire Dual Immersion teachers to support expansion of the Dual Language Immersion Program (DLI) in both Spanish and Mandarin."
3. Action 1.26 Changed language from 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 to "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. (iReady, iStation)."
4. Action 1.27 Added "Secondary Math Teachers on Special Assignment (TSAs) will be provided to support intermediate school math teachers and students."

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/ccirreport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) | California School Dashboard, Additional Reports 2022 (Data Source: https://www6.cde.ca.gov/californiamodel/ccirreport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools) | | * 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 % | Due to the COVID-19 Pandemic, the College and Career Readiness indicator was not calculated. | Due to the COVID-19 Pandemic, the 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 | <p>2019 - 2020 Data Quest</p> <ul style="list-style-type: none"> * 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 % <p>2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP)</p> <ul style="list-style-type: none"> * Overall - 57.00 % * Hispanic - 48.6 % | <p>2020 - 2021 - (Data Source: Data Quest) (Data source - Q SIS for RFEP)</p> <ul style="list-style-type: none"> * 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 % | <p>2021 - 2022 - (Data Source: Data Quest) (Data source - Q SIS for RFEP)</p> <ul style="list-style-type: none"> * Overall - 55.4% * Hispanic - 45.% * English Learners - 19.2% * SED - 46.6% * Foster Youth - 17.9% * African American - 57.0% * Special Education - 13.2% * RFEP - 55.30% | | <ul style="list-style-type: none"> * 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 % <p>Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: DataQuest) (Data source - Q SIS for RFEP)</p> <ul style="list-style-type: none"> * Overall - 60 % * Hispanic - 52 % * English Learners - 30% * Low Income (now Socio-Economically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|---|
| | <ul style="list-style-type: none"> * English Learners - 23.1 % * SED - 46.0 % * Foster Youth - 28.6 % * African American - 57.3 % * Special Education - 13.2 % * RFEP - 56.85 % | | | | <ul style="list-style-type: none"> Disadvantaged (SED)) - 52 % * Foster Youth - 35 % * African American - 61 % * Special Education - 20 % * RFEP - 63 % |
| <p>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.)</p> <p>State Priority 4</p> | <p>CA School Dashboard - 2020</p> <ul style="list-style-type: none"> * 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% | <p>CA School Dashboard, additional reports - 2021</p> <p>(Data Source: https://www6.cde.ca.gov/californiamodel/ccirreport2021?&year=2021&cdcode=3367033&scode=&reporttype=schools)</p> <ul style="list-style-type: none"> * Overall - 15.5 % * Hispanic – 13.7 % * African American - 11.0 % * SED - 12.8 % * English Learner - 10.9 % * Special Ed - 16.8 % | <p>CA School Dashboard, additional reports - 2022</p> <p>(Data Source: https://www6.cde.ca.gov/californiamodel/ccirreport2022?&year=2022&cdcode=3367033&scode=&reporttype=schools)</p> <ul style="list-style-type: none"> * Overall - 16.2% * Hispanic – 13.8% * African American - 14.2% * SED - 13.7% * English Learner - 9.8% * Special Ed - 15.4% | | <ul style="list-style-type: none"> * 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% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|--|
| | | * Homeless – 7.1 % * Foster Youth – 4.5 % | * Homeless – 4.3% * Foster Youth – 5.6% | | |
| Count and percentage of the students (grade 11 and 12) who graduated prior to the end of the 2020-2021 school year and students enrolled as grade 12 on the last day of the 2020-2021 school year who have completed a CTE pathway AND A – G coursework. 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- | 2020-2021 (Data Source: Q - SIS / PowerBI Report) 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 | 2020-2021 (Data Source: CA School Dashboard Additional Reports - https://www6.cde.ca.gov/californiamodel/ccirreport2021?&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 % | 2021-2022 (Data Source: CA School Dashboard Additional Reports - https://www6.cde.ca.gov/californiamodel/ccirreport2022?&year=2022&cdcode=3367033&scode=&reporttype=schools) Total number of eligible students = 4,402 * Overall - (462) 10.5% * Hispanic - (181) 7.7% * African American - (29) 11.8% * English Learners - (10) 2.2% * SED - (235) 7.8% | | * 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 |
|---|--|--|--|----------------|-----------------------------|
| <p>g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.</p> <p>State Priority 4</p> | <p>from the CA School Dashboard Additional Reports.</p> <p>*****</p> <p>***Revised metric field - removal of RFEP. Adjustment made for the 2021-2022 data moving forward to be in alignment with the report from the CA School Dashboard public facing reports.</p> <p>2020-2021 Data Source: CA School Dashboard Additional Reports</p> <p>Total number of eligible students = 4262</p> <p>* Overall - (433) 10.16 % * Hispanic - (180) 8.06 % * English Learners - (5) 1.55 % * Low Income (now Socio-economically Disadvantaged (SED)) - (120) 6.98 %</p> | <p>* SED - (163) 6.8 % * Foster Youth - (1) 4.5 % * Special Education - (7) 1.3 % * RFEP - (91) 9.08 %</p> | <p>* Foster Youth - (0) 0% * Special Education - (12) 2.4%</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|--|
| | <ul style="list-style-type: none"> * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 % | | | | |
| Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000) | <p>2019-2020 (Data Source - Q Class Enrollment Analysis)</p> <ul style="list-style-type: none"> * 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. | <p>2020 - 2021 (Data Source - Q Class Enrollment Analysis)</p> <ul style="list-style-type: none"> * 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. | <p>2021 - 2022 (Data Source - Q Class Enrollment Analysis)</p> <ul style="list-style-type: none"> * Overall - 8975 * Dual Immersion - N/A * Hispanic - 4826 * African American - 523 * SED - 5880 * Foster Youth - 45 * SPED -1450 * EL - 723 * RFEP - N/A * Male - 5620 * Female -3353 *This metric is reported in student numbers. | | <p>Overall - 8075*</p> <p>Dual Immersion - 10</p> <p>Hispanic - 4621</p> <p>African American - 541</p> <p>SED - 3189</p> <p>Foster Youth - 59</p> <p>SPED - 1206</p> <p>EL - 716</p> <p>RFEP - 1,788</p> <p>Male - 5,456</p> <p>Female - 3,186</p> <p>*This metric is reported in student numbers.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| | 2019-2020 Adjusted Baseline (Data Source - Q Class Enrollment Analysis) * Overall - 7,607* * Dual Immersion - N/A * Hispanic - 4,486 * African American - 525 * Low Income (now Socio-economically Disadvantaged (SED)) - 3,096 * 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) | 2020 - 2021 (Data Source: Q - SIS / PowerBI Report) *Overall - 1,827 * Dual Immersion - * SED- * English Learner - | 2021 - 2022 (Data Source: Q - SIS / PowerBI Report) *Overall - 1803 * Dual Immersion - 4 * SED- 64 * English Learner - 0 | | * Overall - 805 * Dual Immersion - 7 * SED - 265 * English Learner - 24 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|---|
| | <ul style="list-style-type: none"> *Overall - 774 * Dual Immersion - 6 * Low Income (now Socio-economically Disadvantaged (SED) - 255 * English Learner - 23 * RFEP -153 * Special Ed - 46 * Hispanic - 302 * African American - 42 * Homeless - 0 * Foster Youth - 0 * Female - 375 * Male - 399 | <ul style="list-style-type: none"> * RFEP - * Special Ed - * Hispanic - * African American - * Homeless - * Foster Youth - * Female - * Male - <p>* 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.</p> | <ul style="list-style-type: none"> * RFEP - 24 * Special Ed - 0 * Hispanic - 661 * African American - 89 * Homeless - 0 * Foster Youth - 0 * Female - 840 * Male - 963 | | <ul style="list-style-type: none"> * RFEP - 160 * Special Ed - 48 * Hispanic - 314 * African American - 44 * Homeless - 2 * Foster Youth - 2 * Female - 390 * Male - 415 |
| <p>Increase High School Graduation Rate (Four-year Adjusted Cohort Rate)</p> <p>Priority Area 5</p> | <p>2019 - 2020 Data Quest</p> <ul style="list-style-type: none"> * 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% | <p>2020 - 2021 (Data Source: Data Quest)</p> <ul style="list-style-type: none"> * Overall - 95.2 % * Hispanic - 94.3 % * African American - 96.6 % * English Learner - 88.0 % * SED - 93.6 % * Homeless - 87.0 % * Foster Youth - 70.4 % | <p>2021 - 2022 (Data Source: Data Quest)</p> <ul style="list-style-type: none"> * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% * SED - 95.6% * Homeless - 79.7% * Foster Youth - 82.4% | | <ul style="list-style-type: none"> * 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% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------|--|--|---|----------------|--|
| | <p>* Special Education - 93.8%</p> <p>2019 - 2020 - Adjusted Baseline (Data Source: DataQuest)</p> <p>* 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%</p> | <p>* Special Education - 86.5%</p> | <p>* Special Education - 84.6%</p> | | <p>Revised Desired Outcomes: Based on 2019 - 2020 - Adjusted Baseline (Data Source: Data Quest)</p> <p>* 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%</p> |
| AP, IB OR college course success rate | <p>2019 - 2020 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall - 95.21% Hispanic - 100.0% EL - 86.51%</p> | <p>2020 - 2021 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall - 92.49% Hispanic - 88.76 % African American - 88.94%</p> | <p>2021 - 2022 - AP, IB* OR College Course Success Rate - (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall - 94.19% Hispanic - 91.27% African American - 90.16%</p> | | <p>* Overall - 96.71% * Hispanic - 100.0% * EL - 89.51% * SED - 100.00% * Foster Youth - 86.33%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|--|
| | <p>Low Income (now Socio-economically Disadvantaged (SED)) - 100.00%</p> <p>Foster Youth - 83.33%</p> <p>African American - 93.48%</p> <p>RFEP - 95.01%</p> <p>*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.</p> | <p>EL - 83.02 %</p> <p>SED - 87.7 %</p> <p>Foster Youth - 50.00 %</p> <p>RFEP - 88.54%</p> <p>*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.</p> | <p>EL - 80.00%</p> <p>SED - 92.0%</p> <p>Foster Youth - 100%</p> <p>RFEP - 96.34%</p> | | <p>* African American - 96.48%</p> <p>* RFEP - 96.51%</p> |
| AP, IB OR college course participation | <p>2019 - 2020 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall- 27.47%</p> <p>Hispanic- 21.0%</p> <p>EL - 7.65%</p> <p>Low Income (now Socio-economically Disadvantaged (SED)) - 20.87%</p> <p>Foster Youth - 5.83%</p> <p>African American - 23.73%</p> <p>RFEP- 30.57%</p> | <p>2020 - 2021 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall- 19.58%</p> <p>Hispanic- 15.15%</p> <p>EL - 3.14%</p> <p>SED - 13.55 %</p> <p>Foster Youth - 2.47%</p> <p>African American - 23.73%</p> <p>RFEP- 20.05%</p> | <p>2021 - 2022 - AP, IB OR College Course Participation (Data Source: Q - SIS / PowerBI Report)</p> <p>Overall- 21.48%</p> <p>Hispanic- 16.13%</p> <p>EL - 4.31%</p> <p>SED - 17.39%</p> <p>Foster Youth - 7.97%</p> <p>African American - 17.83%</p> <p>RFEP- 24.95%</p> | | <p>* Overall- 30.47 %</p> <p>* Hispanic- 27.0 %</p> <p>* EL - 13.65 %</p> <p>* SED - 29.87 %</p> <p>* Foster Youth - 11.83 %</p> <p>* African American - 29.73 %</p> <p>* RFEP - 33.57 %</p> |

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/Concentration | \$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 | \$307,011.00 | 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/Concentration \$30,000 & CTEIG and K12SWP \$2,420,457 | \$2,450,457.00 | 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 leadership development and competitive events of their curricular student youth organization (FBLA, FCCLA, FFA, HOSA, SkillsUSA) Funding through: LCFF Supplemental/Concentration \$25,000 & CTEIG, AGIG, and K12SWP \$347,492 | \$372,492.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 2.5 | Action intentionally left blank | | | |
| 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/Concentration | \$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/Concentration \$1,747,856 & CTEIG and K12SWP \$445,599 | \$2,193,455.00 | Yes |
| 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. Support for International Baccalaureate (IB) at the Elementary level (Primary Years Program- PYP), Intermediate level (Middle Years Program - MYP), and High School - IB (grades 11-12) Funding through: LCFF \$29,852 & LCFF Supplemental/Concentration \$845,776 | \$875,628.00 | 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/Concentration | \$40,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|--|--------------|--------------|
| 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/Concentration | \$40,000.00 | Yes |
| 2.11 | Career counseling | A counseling coordinator will oversee the academic supports provided to students, specifically unduplicated students, to ensure that all students graduate on time and are prepared for post-secondary life. Funding through: LCFF Supplemental/Concentration | \$268,358.00 | Yes |
| 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/Concentration | \$50,000.00 | Yes |

Goal Analysis [2022-23]

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.

During the 2022 - 23 school year, CNUSD implemented planned actions within Goal 2 with the exception of action 2.5 which was not implemented this school year.

District funding is generated based on a 3-year average of the Unduplicated Pupil Percentage (students who qualify in any of the following groups: low income, English learner, or Foster Youth). In the Spring of 2024 CNUSD was certified to receive Concentration funding. This was a result of increasing unduplicated percentages and a new 3-year average that exceeded the 55% requirement for this funding. Mid-year, CNUSD received this additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. During the 2022-23 school year, Advanced Placement (AP) and International Baccalaureate (IB) supports were increased to ensure unduplicated students new to these rigorous courses were provided support to be successful (2.8). CaliforniaColleges.edu. was funded from the county as part of the Governor's Cradle to Career initiative. Funding was changed in this action to hire an Academic Counseling Coordinator who will focus on the academic success and graduation of our unduplicated students (2.11). The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update

Tables included at the end of this plan as estimated actuals. Under LCAP Goal Two there are no substantive differences between the planned actions and their actual implementation.

The overall implementation of the actions of Goal Two have been successful with a limited number of challenges and several successes. Under Action 2.1, CNUSD CTE will be expanding the work into 2023-2024 to allow additional data to be collected (certification, work-based learning hours). A data analyst has been assigned (40%) to assist in the development and refinement of the CTE data collection the process.

Under Action 2.3 CTE staff will continue to refine each program and pathway, and to vertically articulate the intermediate school pathways to the high school pathways and then to the community college certificate and degree programs. CNUSD offers 50 pathways in 13 of 15 industry sectors. Two high schools will be adding an education pathway in 2023-2024.

Action 2.4 supports the Career Technical Student Organizations (CTSOs). During June and July 2023, 81 students will compete at the national level from local FBLA, FFA, HOSA and Skills USA chapters. The current FCCLA State President is a Centennial High School culinary arts student.

Action 2.5 supports business and industry involvement in the CTE programs. Some challenges are ever present as finding dates and times of for collaborative activities and events are not always conducive to business and industry availability. On the other hand, the CTE Expo and CTE YEMPs are extremely successful events and are well attended by our partners.

Action 2.10 promotes dual enrollment. CNUSD is committed to expanding dual enrollment in the coming years.

As part of CDE's Cradle to Career Initiative, the district no longer needs to utilize LCAP supplemental funding to purchase CaliforniaColleges.edu as identified in Action 2.11.

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

Mid-year, CNUSD received this additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update Tables included at the end of this plan as estimated actuals and will be carried over into the 2023-2024 actions. Material differences (greater than 10%) between budgeted expenditures and estimated actual expenditures of actions in this goal are as follows:

1. Negotiated raises increased costs for personnel funded in the following actions: 2.7 - 2.8.
2. The CTE grant funding actions 2.3 - 2.4 increased.
3. Action 2.5 was not implemented due to challenges in scheduling and will not be continued for the 2023-24 school year.
4. Advanced Placement (AP) and International Baccalaureate (IB) supports were increased to ensure unduplicated students new to these rigorous courses were provided support to be successful (2.8)

5. CaliforniaColleges.edu. was funded from the county as part of the Governor's Cradle to Career initiative. Funding was changed in this action to hire an Academic Counseling Coordinator who will focus on the academic success and graduation of our unduplicated students (2.11).

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

The actions and services in Goal Two of the LCAP are focused on providing every student the knowledge and skills needed to obtain a post-secondary education, enter the workforce, and to compete in a global economy. Within this goal there are two specific groupings, the first is Career Technical Education (CTE) (Actions 2.1, 2.2, 2.3, 2.4, 2.5, and 2.7) and the second is college preparedness (Actions 2.6, 2.8, 2.9, 2.10, 2.11, and 2.12). The actions in this goal have worked together to ensure progress as measured by the metrics outlined in this goal.

The CTE grouping action items has guided the work of CTE staff which is supported by an overall 15.0% increase in CTE student participation, resulting in a 0.7% increase in two-year pathway completion. Gains have been made in the following subgroups: Hispanics, African Americans, Socioeconomically Disadvantaged, and Foster Youth. Furthermore, the number of students who completed a CTE pathway and satisfied the UC/CSU entrance requirements rose by 0.4% over the past year with the largest increases in the following subgroups: Socioeconomically Disadvantaged (1.0%), Special Education (1.1%), and African Americans (3.5%). Attainment of industry certifications continues to climb and already exceeds the 2023-2024 Desired Outcomes by 55%. A decrease of 1.3% was noted from 2020-2021 to 2021-2022, but that is believed to be because of collection errors in the 2020-2021 data. The continued partnership with Qualtrics, Action 2.1, will assist CTE staff to refine the collection of this data.

The second grouping under Goal Two focuses on college preparedness. The overall CNUSD graduation rate for 2021-2022 is 96.1%, an increase of 0.9% over 2020-2021, and just 2.5% shy of our 2023-2024 Desired Outcome. Gains are noted in these subgroups: Hispanic (3.1%), African American (1.4%), Foster Youth (12.0%), English Learners (0.7%), and Socioeconomically Disadvantaged (2.0%). Efforts need to continue to increase graduation rates for special education and homeless students who declined by 1.9% and 7.3% respectively.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU systems saw an overall increase from the previous year of 2.5%. The largest gains were in the following subgroups: Hispanics, African Americans, English Learners, Foster Youth, and special education students.

Overall student participation in Advanced Placement courses has declined (5.99%) since our baseline was established in 2019-2020 from 27.47% to 21.48%, yet the pass rate remains stable at 94.19%. The decline in AP participation could be attributed to the successful implementation of dual enrollment courses which has seen 2,868 students enroll in 33 course offerings over the past two years (six semesters).

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 has been experiencing an increase in the number of its unduplicated pupil percentage (UPP) as measured through the alternative school funding form and registration collected annually through the online registration process. This year the increased UPP qualified CNUSD for Concentration funding.

After consulting with our educational partners, several actions were increased and or added within this goal. Changes within this goal that contribute to the increased and improved services of unduplicated students include:

1. Addition of the International Baccalaureate Primary Years Program (IB-PYP) at Lincoln Fundamental in action 2.8. The addition of this program provides a feeder program K-12 for students who choose the IB pathway. Additional funding was also added to provide academic supports to students taking Advanced Placement (AP) courses. These supports are targeted at serving unduplicated students new to AP courses.
2. Action 2.11 specifically addresses the use of CaliforniaColleges.edu. As part of the Governor's Cradle to Career initiative,
3. CaliforniaColleges.edu resources are provided free of charge. Funding was changed in this action to
4. hire an Academic Counseling Coordinator who will focus on the academic success and graduation of our unduplicated students.
5. Action 2.5, CTE Business and industry involvement is no longer being funded. Prior funding sources were CTEIG & K12SWP. The action now reads "Intentionally left blank."

As needed, wording in action titles or descriptions were modified to provide the reader a clearer understanding of the goal or added services/supports. Changes include:

1. Action 2.8 Added "Support for International Baccalaureate (IB) at the Elementary level (Primary Years Program- PYP), Intermediate level (Middle Years Program - MYP), and High School - IB (grades 11-12)"
2. Action 2.11 Changed description from 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 to "A counseling coordinator will oversee the academic supports provided to students, specifically unduplicated students, to ensure that all students graduate on time and are prepared for post-secondary life."

CNUSD updated one metric within this goal to be in alignment with the report from the CA School Dashboard public facing reports. The following adjustment was made for metric #4:

1. Count and percentage of students in the combined four- and five-year graduation rate who successfully completed the A-G requirements and at least one CTE Pathway - removed RFEP as a student group being reported out to be in alignment with the CA School Dashboard public reports.

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 % | 2021 - 2022 (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 % | 2021 - 2022 (Data Source: Data Quest) * Overall - 1.5% * Hispanic - 2.1% * African American - 0.4 % * English Learner - 5.1% * SED - 1.8% * Homeless - 8.7% | | * 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 |
|---|--|--|---|----------------|---|
| | <ul style="list-style-type: none"> * Foster Youth - 15.7% * African American - 1.0% * Special Education - 5.5% | <ul style="list-style-type: none"> * Foster Youth - 18.5 % * Special Education - 2.1 % | <ul style="list-style-type: none"> * Foster Youth - 11.8 % * Special Education - 3.2% | | |
| <p>Maintain or Decrease the Pupil Suspension Rates</p> <p>Priority Area 6</p> | <p>2019 - 2020 CALPADS/ Q (SIS)</p> <ul style="list-style-type: none"> * 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% <p>*Due to the Pandemic, the Suspension Rate is through March 13, 2020.</p> | <p>2020 - 2021 (Data Source: CALPADS/Q - SIS)</p> <ul style="list-style-type: none"> * 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 % | <p>2021 - 2022 (Data Source: CALPADS/Q - SIS)</p> <ul style="list-style-type: none"> * Overall - 2.97% * Hispanic - 3.5% * African American - 4.0% * English Learner - 4.33% * SED - 3.85% * Homeless - 7.69% * Foster Youth - 10.69% * Special Education - 5.58% | | <ul style="list-style-type: none"> * 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) | 2021 - 2022 (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 % | 0.2% | | |
| 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% | 2021 - 2022 (Data Source: Data Quest) * Overall - 96.1% * Hispanic - 95.4% * African American - 98.0% * English Learner - 88.7% * SED - 95.6% * Homeless - 79.7% * Foster Youth - 82.4% * Special Education - 84.6% | | * 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 |
|--|---|--|---|----------------|--|
| | <ul style="list-style-type: none"> * English Learner - 86.5% * Socio-economically Disadvantaged (SED) - 93.2 % * Homeless - 87.9% * Foster Youth - 77.8% * Special Education - 83.6% | | | | <ul style="list-style-type: none"> * Socio-economically Disadvantaged (SED) - 95 % * Homeless - 90% * Foster Youth - 80% * Special Education - 87% |
| <p>Maintain or Decrease the Chronic Absenteeism rate for students in grades K - 8</p> <p>Priority Area 5</p> | <p>2019 - 2020* CALPADS/ Q (SIS)</p> <ul style="list-style-type: none"> * 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% <p>*Due to the Pandemic, the Chronic Absenteeism Rate is</p> | <p>2020 - 2021 (Data Source - CALPADS/ Q (SIS))</p> <ul style="list-style-type: none"> * 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% | <p>2021 - 2022 (Data Source: CALPADS/Q - SIS)</p> <ul style="list-style-type: none"> * Overall -24.20% * Hispanic - 29.11% * African American - 27.12% * English Learner - 27.58% * SED - 28.08% * Homeless - 60.00% * Foster Youth - 33.33% * Special Education - 31.61% | | <ul style="list-style-type: none"> * 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% | 2021 - 2022 (Data Source: CALPADS/Q - SIS) 94.03% | | * 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_Uniformed_2021_Elem_CHKS.pdf | 2020 - 2021 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Uniformed_2021_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Uniformed_2021_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable | 2021 - 2022 - (Data Source: California Healthy Kids Survey: Elementary - Grade 5 https://data.calschls.org/resources/Corona-Norco_Uniformed_2122_Elem_CHKS.pdf Secondary - https://data.calschls.org/resources/Corona-Norco_Uniformed_2122_Sec_CHKS.pdf) Elementary - Grade 5 Percent Favorable | | 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 |
|--------|---|---|---|----------------|---|
| | Norco Unified 1920 Elem CHKS.pdf | School Connectedness - 73% | School Connectedness - 74% | | Feel Safe at School - 86% |
| | Secondary - https://data.calschls.org/resources/Corona-Norco Unified 1920 Sec CHKS.pdf) | Social and emotional learning supports - 75% | Social and emotional learning supports - 75% | | Students treated with respect - 93% |
| | | Feel Safe at School - 83% | Feel Safe at School - 80% | | Secondary - Grades 7, 9, and 11 Percent Favorable |
| | Elementary - Grade 5 Percent Favorable | Students treated with respect - 91% | Students treated with respect - 85% | | School Connectedness Grade 7 - 75% Grade 9 - 68% Grade 11 - 61% |
| | School Connectedness - 75% | Secondary - Grades 7, 9, and 11 Percent Favorable | Secondary - Grades 7, 9, and 11 Percent Favorable | | Academic motivation Grade 7 - 84% Grade 9 - 78% Grade 11 - 74% |
| | Social and emotional learning supports - 77% | School Connectedness Grade 7 - 65% | School Connectedness Grade 7 - 61% | | Caring adult relationships - Grade 7 - 68% Grade 9 - 63% Grade 11 - 63% |
| | Feel Safe at School - 80% | Grade 9 - 59% Grade 11 - 54% | Grade 9 - 56% Grade 11 - 54% | | School perceived as very safe or safe Grade 7 - 77% Grade 9 - 68% Grade 11 - 60% |
| | Students treated with respect - 87% | Academic motivation Grade 7 - 68% Grade 9 - 59% Grade 11 - 55% | Academic motivation Grade 7 - 65% Grade 9 - 60% Grade 11 - 60% | | |
| | Secondary - Grades 7, 9, and 11 | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---------------------------------------|---|---|----------------|-----------------------------|
| | Percent Favorable | | | | |
| | School Connectedness | Caring adult relationships - Grade 7 - 63% Grade 9 - 52% Grade 11 - 53% | Caring adult relationships - Grade 7 - 55% Grade 9 - 50% Grade 11 - 55% | | |
| | Academic motivation | 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 - 61% Grade 9 - 58% Grade 11 - 60% | | |
| | 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% | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|--|
| Parent Involvement - Numbers of parents represented are inclusive of unduplicated students and students with exceptional needs. These parents attended workshops, trainings and gave input in surveys. | 2020 - 2021 Parent Center Reporting 14,486 | 2021-2022 Parent Center Reporting 18,588 | 2022 - 2023 Parent Center Reporting 14,688 | | 20,486 |
| Parent Satisfaction Climate Survey School is an inviting place to learn Revised metric - LCAP and Strategic Plan Community Engagement Survey: The school environment is an inviting place for my child to learn. | 2019 - 2020 88% | 2021 - 2022 92.8% of the participants responded favorably (Strongly Agree and Agree) | 2022 - 2023 92.40% of the participants responded favorably (Strongly Agree and Agree) | | 94% Revised Desired Outcome: 95% of the participants responded favorably (Strongly Agree and Agree) |
| Parent Satisfaction Climate Survey School encourages students of all races to enroll in challenging courses | 2019 - 2020 69% New Baseline 2021 - 2022 | 2021 - 2022 90.8% of the participants responded favorably (Very Important and Important) | 2022 - 2023 89.94% of the participants responded favorably (Very Important and Important) | | 75% Revised Desired Outcome: 94% of the participants responded favorably |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|----------------|---|
| <p>Revised metric - LCAP and Strategic Plan Community Engagement Survey:</p> <p>Importance of CTE courses that satisfy A - G required courses for UC/CSU eligibility</p> | 90.8% of the participants responded favorably (Very Important and Important) | | | | (Very Important and Important) |
| <p>Parent Satisfaction Climate Survey</p> <p>School welcomes parent input and contribution</p> <p>Revised metric - LCAP and Strategic Plan Community Engagement Survey:</p> <p>Does the school welcome parent input and contributions?</p> | <p>2019 - 2020</p> <p>67%</p> | <p>2021 - 2022</p> <p>87.7% of the participants responded favorably (Strongly Agree and Agree)</p> | <p>2022 - 2023</p> <p>87.5% of the participants responded favorably (Strongly Agree and Agree)</p> | | <p>73%</p> <p>Revised Desired Outcome: 92% of the participants responded favorably (Strongly Agree and Agree)</p> |
| <p>Teacher Satisfaction Survey</p> <p>Welcoming environment at the school site</p> <p>Revised metric -</p> | <p>2019 - 2020</p> <p>94%</p> <p>New Baseline 2021 - 2022</p> | <p>2021 - 2022</p> <p>62.5% of the participants responded favorably (Very Aware and Aware)</p> | <p>2022 - 2023</p> <p>64% of the participants responded favorably (Very Aware and Aware)</p> | | <p>97%</p> <p>Revised Desired Outcome: 66.5% of the participants responded favorably</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| <p>LCAP and Strategic Plan Community Engagement Survey:</p> <p>How aware are you of the mental health and wellness supports available for your student at school?</p> | <p>62.5% of the participants responded favorably (Very Aware and Aware)</p> | | | | <p>(Very Aware and Aware)</p> |
| <p>Teacher Satisfaction Survey</p> <p>Safe school and classroom environment</p> <p>Revised metric - LCAP and Strategic Plan Community Engagement Survey:</p> <p>At school, how safe does your student feel both physically and social emotionally?</p> | <p>2019 - 2020</p> <p>95%</p> <p>New Baseline 2021 - 2022</p> <p>79.7% of the participants responded favorably (Very Safe and Safe)</p> | <p>2021 - 2022</p> <p>79.7% of the participants responded favorably (Very Safe and Safe)</p> | <p>2022 - 2023</p> <p>77.6% of the participants responded favorably (Very Safe and Safe)</p> | | <p>98%</p> <p>Revised Desired Outcome: 85% of the participants responded favorably (Very Safe and Safe)</p> |
| <p>Teacher Satisfaction Survey</p> <p>Developing a school site anti-bullying plan</p> | <p>2019 - 2020</p> <p>92%</p> | <p>2021 - 2022</p> <p>80.9% of the participants</p> | <p>2022 - 2023</p> <p>82.06% of the participants</p> | | <p>95%</p> <p>Revised Desired Outcome:</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|--|
| 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. | New Baseline 2021 - 2022 80.9% of the participants responded favorably (Strongly Agree and Agree) | responded favorably (Strongly Agree and Agree) | responded favorably (Strongly Agree and Agree) | | 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/Concentration | \$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/Concentration | \$50,000.00 | Yes |
| 3.3 | Intentionally left blank | Intentionally left blank | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|----------------|--------------|
| 3.4 | Intentionally left blank | Intentionally left blank | | |
| 3.5 | Multi-Tiered System of Supports | <p>Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by implementing, coaching, supporting, and oversight of a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need. CNUUSD will transition from consultant support to internal coaching including a Coordinator, Certificated Staff on Assignment (MTSS Coaches), and classified behavior intervention specialists.</p> <p>Behavior Intervention support will be provided for elementary schools to support pro-social behaviors and support students most in need.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$3,382,306.00 | Yes |
| 3.6 | Academic Saturday School | <p>Increase attendance, academic achievement and access by providing Academic Saturday School Intervention.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$300,000.00 | Yes |
| 3.7 | Intervention Counselors | <p>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.</p> <p>Funding through: LCFF Supplemental/Concentration</p> | \$1,234,452.00 | 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 | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|---|----------------|--------------|
| 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 environment. Funding through: LCFF Supplemental/Concentration | \$1,629,680.00 | No |
| 3.13 | EL Tier 3 Continuation Counselor | A counselor focused on English learners at Orange Grove and Lee V. Pollard 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/Concentration | \$237,966.00 | 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/Concentration | \$5,345,190.00 | Yes |
| 3.15 | Foster & Homeless Support | Two counselors will be assigned to support Foster and Homeless Youth. Funding through: LCFF Supplemental/Concentration | \$320,247.00 | 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 students and families. This may include contracted services and/or district staff. Funding through: LCFF Supplemental/Concentration | \$280,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|---|----------------|--------------|
| 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 \$1,581,832 and LCFF Supplemental/Concentration \$958,215 | \$2,540,047.00 | 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/Concentration | \$673,904.00 | 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 | \$171,156.00 | No |
| 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, Mentoring, Wellness Together, etc.). Funding through: LCFF \$3,588,835 & LCFF Supplemental/Concentration \$284,000 | \$3,872,835.00 | 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.). | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|--------------|--------------|
| | | Funding through: Learning Recovery Block Grant | | |
| 3.22 | Increase Family, Community, and School Partnerships | Maintain and staff the CNUUSD Parent Engagement Center to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental/Concentration | \$764,085.00 | 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/Concentration | \$83,500.00 | Yes |
| 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/Concentration | \$587,699.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 3.30 | Social Workers | Social Workers will be provided to support students and families across the district Funding through: LCFF Supplemental/Concentration | \$519,000.00 | Yes |
| 3.31 | Security Guards - Elementary & Intermediate | Uniformed security guards will be provided to ensure the safety of all elementary and intermediate campuses. Funding through: LCFF Supplemental/Concentration | \$3,180,000.00 | No |

Goal Analysis [2022-23]

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.

During the 2022 - 23 school year, CNUSD implemented all planned actions within Goal 3. District funding is generated based on a 3-year average of the Unduplicated Pupil Percentage (students who qualify in any of the following groups: low income, English learner, or Foster Youth). In the Spring of 2024 CNUSD was certified to receive Concentration funding. This was a result of increasing unduplicated percentages and a new 3-year average that exceeded the 55% requirement for this funding. Mid-year, CNUSD received this additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. During the 2022-23 school year, the following were additional expenditures: Contracted with Addition Treatment (3.5), hired 3 additional Intermediate counselors (3.7), contracted with Central Counseling Services to add support to elementary sites in need, Increased hours of the STEPS aides (3.18), hired a Coordinator of HR to oversee Athletics and funded Intermediate intermural sports to increase student connectedness (3.29). The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update Tables included at the end of this plan as estimated actuals.

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

amount of growth over the past few years and have become a vital resource to schools and families in the effort to support families as they work their way through a wide range of issues including homelessness, food insecurity, parenting support, and foster supports.

Some challenges experienced this school year include increased needs for Tier 2 and Tier 3 behavioral supports for our students. There is a need to increase supports for sites that have students experiencing a high degree of behavioral dysregulation. Another challenge has been dealing with increased safety needs across our campuses and the need for additional support from law enforcement and security personnel to keep school sites safe. Rising transportation costs have affected school site's abilities to utilize funds for athletics in a way that supports student involvement in extra-curricular programming. In the area of mentoring, we have seen a rise in students needing Tier 3 structured, individual mentoring programs beyond group mentoring.

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

Mid-year, CNUUSD received this additional funding, not previously allocated in this plan. All additional funding was reinvested into the current actions in the LCAP to increase and improve services for unduplicated students. The additional dollars that were unspent and reinvested are accounted for in the 2022-23 Annual Update Tables included at the end of this plan as estimated actuals and will be carried over into the 2023-2024 actions. Material differences (greater than 10%) between budgeted expenditures and estimated actual expenditures of actions in this goal are as follows:

1. Negotiated raises increased costs for personnel funded in the following actions: 3.5, 3.7, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.22, 3.29,
2. Contracted with Addition Treatment (3.5).
3. Hired 3 additional Intermediate counselors (3.7).
4. Contracted with Central Counseling Services to add support to elementary sites in need (3.16).
5. Increased hours of the STEPS aides (3.18).
6. Increased bussing costs for Unity Camps (3.19).
7. Hired a Coordinator of HR to oversee Athletics and funded Intermediate Intermural sports to increase student connectedness (3.29).

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

Goal 3 is focused on making sure that all students have the supports necessary to make academic and social emotional gains in a physically and emotionally safe environment. The actions and services within goal 3 work together to positively impact student achievement. The culmination of the students' academic journey is graduation. CNUUSD is proud to share that the 4-year cohort graduation rate for 2021-22 is 96.1%, an increase of 0.9% over 2020-2021, and second highest in the county. Gains are noted in these subgroups: Hispanic (3.1%), African American (1.4%), Foster Youth (12.0%), English Learners (0.7%), and Socioeconomically Disadvantaged (2.0%). Efforts need to continue to increase graduation rates for special education and homeless students who declined by 1.9% and 7.3% respectively.

A big measure of how students are supported in their academics is seen in our suspension and expulsion rate for students. Our African American Students and Foster Students CNUSD experienced a decrease in their suspension rates. Another measure that shows how students are being supported in academics is in CNUSD's chronic absenteeism rates. CNUSD has increased significantly in our chronic absenteeism rates, as have all districts across the states. We know that clarifying and communicating health standards for student attendance will make a huge difference in increasing post- pandemic attendance.

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

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 has been experiencing an increase in the number of its unduplicated pupil percentage (UPP) as measured through the alternative School Funding Form and registration collected annually through the online registration process. This year the increased UPP qualified CNUSD for Concentration funding.

After consulting with our educational partners, several actions were increased and or added within this goal. Changes within this goal that contribute to the increased and improved services of unduplicated students include:

1. The addition of behavior intervention specialists at the elementary level to action 3.5. These specialists will support pro-social behaviors and increase academic engagement/performance.
2. Additional counselors will be provided to support the social emotional wellness at JFK Middle College High School and the Tobacco-Use Prevention Education Program (TUPE), action 3.7.
3. An additional School Resource Officer and a Security Coordinator will be provided in action 3.12.
4. An intervention counselor will be added to Lee V Pollard High School, action 3.13.
5. Three intermediate school counselors were added to action 3.14.
6. A Coordinator of Athletics was added to 3.29 to ensure the safety of student athletes across the district. Additionally, funding support was provided to the comprehensive high schools and intermediate schools to support student participation in athletics.
7. A new action, 3.30 was added to include three social workers who will be hired to support students and families throughout the district.
8. A new action 3.31 was added to hire uniformed security guards at every elementary school and add one more to the intermediate schools.

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 [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 117,297,760 | 10,103,689 |

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 |
|---|-----------------------------|-------------------------|---|
| 21.49% | 0.00% | \$0.00 | 21.49% |

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 2022 shows that in ELA 55.61% of all students met or exceeded standard while the performance level for our SED students was 46.83%, EL 15.82% and FY 27.08% . In Math, the overall performance at standard was 38.76%. SED students performed at 29.86%, EL 12.62% and FY 10.53%. Graduation rates are also lower for unduplicated students. CNUSDs overall 2022 graduation rate is 96.1%. SED graduation rate is 95.6, EL 88.7%, FY 82.4% and Homeless 79.7%. An

identified gap also exists in CNUSD's A-G rate. Overall, 55.4% of seniors attained A-G. The A-G rate for SED students is 46.6%, EL 19.2% and FY 17.9%.

While CNUSD has seen improvement in some areas, 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 based on the identified areas, such as Early Literacy and Mathematics. New teachers in CNUSD are supported through a two-year Teacher Induction program (Action 1.15). This in-house program, which currently serves 130 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 launched in 2021 and continues to be implemented. This plan is supported through funding in LCAP (Actions 1.8, 1.14, 1.26 - 1.28) 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 were provided with an intervention teacher on special assignment (TSA) (Action 1.7). As the unduplicated students have grown around the district, CNUSD has added a TSA at every elementary site. 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.) Coupled with the support for ELA/Literacy, Secondary TSAs are being added at the intermediate level for the 2023-2024 to support math teachers and students. (Action 1.27).

Funds are also directed to allow for smaller class sizes K-12 (Actions 1.22-1.24). 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. 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 and 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. To further support the students who are both identified as Special Education and fall into one of the unduplicated count groups, CNUSD has allocated funds to enhance and improve the support through the use of Instructional Assistants (Action 1.35). The extra staff within the classroom can provide extra support, such as pulling a small group while the teacher has another group of students.

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 2022 shows that in ELA 55.61% of all students met or exceeded standard while the performance level for our EL students is 15.82% . In Math, the overall performance at standard was 38.76% . EL students are at 12.62% . Graduation rates are also lower for EL students. CNUSD's

overall 2021 graduation rate is 96.1%. EL students are 88.7%, An identified gap also exists in CNUSD's A-G rate. Overall, 55.4% of seniors attained A-G. The A-G rate for EL students is 19.2%. 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 (Action 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. To date, CNUSD shows a reclassification rate of 12.7%. 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 (as of Fall 2020, 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, 2.4, 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 2021-22 is 2.97%. For our unduplicated populations, the suspension rates are: SED (3.85%), EL (4.33%) and FY (10.69%). Chronic absenteeism is reported for grades K - 8. For CNUSD, the chronic absenteeism rate is 24.20% overall. For our unduplicated populations, the chronic absenteeism rate is SED (28.08%), EL (27.58%) and FY (33.33%). Lastly, while we have seen dropout rates decrease in the overall and by each unduplicated group, the dropout rates are higher for our SED EL and FY students than the overall group. CNUSD all student group dropout rate is 1.5%. For our unduplicated populations, the dropout rate is: SED (1.8%), EL (5.1%) and FY (11.8%).

In collaboration with our educational partners, we believe that the supports implemented in the LCAP continue to be 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 re-engage students post pandemic, CNUSD will continue and expand these actions in the 2023-24 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 3.29) Academic Saturday School (Action 3.6), and increased school nurses (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 need for and importance of school-to-home and family partnerships continues to be a priority. Data on school connectedness from our California Healthy Kids Survey show that students in grades 5, 7, 9, and 11 are still not feeling as connected to school as they did prior to the COVID- 19 Pandemic. CNUSD continues to identify ways to connect students to school, in particular the unduplicated population. 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 2022 is 2.97% and the rates for our unduplicated populations are: SED (3.85%), EL (4.33%) and FY (10.69%). Chronic absenteeism is reported for grades K - 8. For CNUSD, the chronic absenteeism rate is 24.20% overall. For our unduplicated populations, the chronic absenteeism rate is SED (28.08%), EL (27.58%) and FY (33.33%). Lastly, while we have seen dropout rates decrease in the overall and by each unduplicated group, the dropout rates are higher for our SED EL and FY students than the overall group. CNUSD all student group dropout rate is 1.5%. For our unduplicated populations, the dropout rate is: SED (1.8%), EL (5.1%) and FY (11.8%).

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. CNUSD continues to see the effects of the pandemic and school closures specifically in the area of mental health supports for the students. CNUSD will continue to provide the needed support for the students. 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. Deepen the implementation of a Multi-tiered System of Support (MTSS) including the implementation 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 health

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. Coupled with the above mentioned supports, CNUSD will have Social Workers on staff as another conduit to help students and families (Action 3.30).

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 dropout rates. We will also expect higher graduation rates and overall academic success as measured by CAASPP.

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 will be 65%. Funding for LCFF Supplemental/Concentration in the funding year 2023-24 school year is estimated to be \$117,297,758 and our required percentage to increase and improve services is 21.49%. The 2023 - 2024 LCAP includes 22.96% 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
- CNUUSD's focus on decreasing chronic absenteeism, particularly for our unduplicated count students, is continuing with additional training, and site support

To be inclusive of all actions described in Prompt 1 of the Increased or Improved Services (ISS), CNUUSD will also implement the following actions to increase or improve services for our unduplicated pupils

- Action 1.6 - Instructional support and coaching for English Learners
- 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 52 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.

As a result of receiving concentration funds and the additional concentration grant add-on, CNUSD has substantially increased the number of staff providing direct services to students at all school sites. This additional funding is being used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated LI, EL, and FY students exceeding 55%. In CNUSD, all schools exceed the 55% threshold and will be supported by the additional 15% concentration grant funding. Beginning in the 2023-24 school year CNUSD is increasing the number of both certificated and classified staff who will be providing direct services to students in schools across the district. Additional staff is being added based on student and school need, educational partner feedback and expansion of programs determined to be most effective in improving outcomes for LI, EL and FY students.

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

Goal 1

1. Action 1.7 - 50 additional Teachers on Assignment at elementary and intermediate sites to provide T1& T2 academic support.
3. Action 1.23 - Additional funds to reduce class size K-12 have been allocated (\$27,896,694).
2. Action 1.25 - Three additional Dual Language teachers to expand both the Spanish and Mandarin Dual Language Program.
3. Action 1.27 - Eight Intermediate Math Teacher of Special Assignment to provide T1 & T2 academic support.
4. Action 1.36 - Bilingual assistants hours will increase from 3 to 5 to provide additional support

Goal 2

1. Action 2.8 - A Spanish teacher will support K-6th grade students at Lincoln Fundamental as they become an IB/ Primary Years Program.

Goal 3

1. Action 3.7 - Three additional Intermediate counselors will support the social and emotional health of students.
2. Action 3.14 - Two additional HS counselors will support the social emotional health of students.
3. Action 3.30 - Three Social Workers will be hired to support students and families throughout the CNUSD community.

| 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 | n/a | 1:50 |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 1:25 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|------------------|-------------------|--------------|---------------|------------------|------------------|---------------------|
| Totals | \$643,076,124.00 | \$31,347,816.00 | \$171,156.00 | | \$674,595,096.00 | \$625,410,833.00 | \$49,184,263.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|------------------|-------------------|-------------|---------------|------------------|
| 1 | 1.1 | High quality staffing | All | \$437,847,046.00 | | | | \$437,847,046.00 |
| 1 | 1.2 | Access to standards aligned instructional materials and facilities that are maintained in good repair | All | \$35,704,944.00 | | | | \$35,704,944.00 |
| 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 | Students with Disabilities | \$70,833.00 | | | | \$70,833.00 |
| 1 | 1.6 | Instructional support and coaching | English Learners | \$260,608.00 | | | | \$260,608.00 |
| 1 | 1.7 | Intervention support and instructional coaching | English Learners Foster Youth Low Income | \$9,661,336.00 | | | | \$9,661,336.00 |
| 1 | 1.8 | Data analysis | English Learners Foster Youth Low Income | \$420,869.00 | | | | \$420,869.00 |
| 1 | 1.9 | Educational technology hardware | English Learners Foster Youth | \$2,666,063.00 | | | | \$2,666,063.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|-----------------|
| | | and software will be provided to all sites and supported through professional development and staff | Low Income | | | | | |
| 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 | \$1,634,926.00 | | | | \$1,634,926.00 |
| 1 | 1.12 | Learning Management System | English Learners Foster Youth Low Income | \$293,000.00 | | | | \$293,000.00 |
| 1 | 1.13 | Access to technology | English Learners Foster Youth Low Income | \$4,687,103.00 | | | | \$4,687,103.00 |
| 1 | 1.14 | Assessment support | English Learners Foster Youth Low Income | \$229,513.00 | | | | \$229,513.00 |
| 1 | 1.15 | Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program. | English Learners Foster Youth Low Income | \$974,724.00 | | | | \$974,724.00 |
| 1 | 1.16 | Summer and after school support for at-risk students: Unduplicated and credit deficient | English Learners Foster Youth Low Income | \$2,413,553.00 | \$27,827,257.00 | | | \$30,240,810.00 |
| 1 | 1.17 | NGSS science support | English Learners Foster Youth Low Income | \$90,000.00 | | | | \$90,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-----------------|-------------------|-------------|---------------|-----------------|
| 1 | 1.18 | Community engagement - Communications | English Learners Foster Youth Low Income | \$1,043,097.00 | | | | \$1,043,097.00 |
| 1 | 1.19 | Comprehensive Visual and Performing Arts program for Elementary Schools. | English Learners Foster Youth Low Income | \$2,009,430.00 | | | | \$2,009,430.00 |
| 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 | \$1,242,363.00 | | | | \$1,242,363.00 |
| 1 | 1.23 | Additional staffing to reduce class sizes K-12. | English Learners Foster Youth Low Income | \$33,942,903.00 | | | | \$33,942,903.00 |
| 1 | 1.24 | Additional staffing at the high school level to support unduplicated students | English Learners Foster Youth Low Income | \$2,151,759.00 | | | | \$2,151,759.00 |
| 1 | 1.25 | Dual Immersion teachers | English Learners Foster Youth Low Income | \$1,583,521.00 | | | | \$1,583,521.00 |
| 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 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-----------------|-------------------|-------------|---------------|-----------------|
| 1 | 1.27 | Mathematics support | English Learners Foster Youth Low Income | \$1,710,000.00 | | | | \$1,710,000.00 |
| 1 | 1.28 | Literacy support | English Learners Foster Youth Low Income | \$618,711.00 | | | | \$618,711.00 |
| 1 | 1.29 | Supplemental materials to support at-risk or unduplicated students | English Learners Foster Youth Low Income | \$100,000.00 | | | | \$100,000.00 |
| 1 | 1.30 | Action intentionally left blank | | | | | | |
| 1 | 1.31 | AVID program K-12 | English Learners Foster Youth Low Income | \$2,528,105.00 | | | | \$2,528,105.00 |
| 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 | \$262,528.00 | | | | \$262,528.00 |
| 1 | 1.33 | Support for English learners and other at-risk or unduplicated Students | English Learners Foster Youth Low Income | \$653,591.00 | | | | \$653,591.00 |
| 1 | 1.34 | Support for students with disabilities | Students with Disabilities | \$1,740,160.00 | | | | \$1,740,160.00 |
| 1 | 1.35 | Additional support for unduplicated students with disabilities | Students with Disabilities | \$37,550,793.00 | | | | \$37,550,793.00 |
| 1 | 1.36 | Primary language support | English Learners | \$3,888,122.00 | | | | \$3,888,122.00 |
| 1 | 1.37 | Action intentionally left blank | | | | | | |
| 1 | 1.38 | Credit recovery | English Learners Foster Youth | \$478,876.00 | | | | \$478,876.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-----------------|-------------------|-------------|---------------|-----------------|
| | | | Low Income | | | | | |
| 1 | 1.39 | Adult Education - Concurrent enrollment | English Learners Foster Youth Low Income | \$159,645.00 | | | | \$159,645.00 |
| 1 | 1.40 | Assistant Principals | English Learners Foster Youth Low Income | \$18,762,842.00 | | | | \$18,762,842.00 |
| 1 | 1.41 | Early literacy classroom support | English Learners Foster Youth Low Income | \$2,445,208.00 | | | | \$2,445,208.00 |
| 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 | | \$307,011.00 | | | \$307,011.00 |
| 2 | 2.3 | CTE pathway development, expansion and maintenance | English Learners Foster Youth Low Income | \$30,000.00 | \$2,420,457.00 | | | \$2,450,457.00 |
| 2 | 2.4 | CTE student leadership development (CSTO) | English Learners Foster Youth Low Income | \$25,000.00 | \$347,492.00 | | | \$372,492.00 |
| 2 | 2.5 | Action intentionally left blank | | | | | | |
| 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 | \$1,747,856.00 | \$445,599.00 | | | \$2,193,455.00 |
| 2 | 2.8 | AP/IB supports for at-risk and unduplicated Students | English Learners Foster Youth Low Income | \$875,628.00 | | | | \$875,628.00 |
| 2 | 2.9 | Provide additional programs for school connectedness and | English Learners Foster Youth Low Income | \$40,000.00 | | | | \$40,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| | | student well-being for unduplicated students | | | | | | |
| 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 | \$268,358.00 | | | | \$268,358.00 |
| 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 | \$3,382,306.00 | | | | \$3,382,306.00 |
| 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 | \$1,234,452.00 | | | | \$1,234,452.00 |
| 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 | \$1,629,680.00 | | | | \$1,629,680.00 |
| 3 | 3.13 | EL Tier 3 Continuation Counselor | English Learners | \$237,966.00 | | | | \$237,966.00 |
| 3 | 3.14 | Counseling | English Learners Foster Youth | \$5,345,190.00 | | | | \$5,345,190.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|--------------|---------------|----------------|
| | | | Low Income | | | | | |
| 3 | 3.15 | Foster & Homeless Support | Foster Youth | \$320,247.00 | | | | \$320,247.00 |
| 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 | \$2,540,047.00 | | | | \$2,540,047.00 |
| 3 | 3.18 | STEPS Aides | English Learners Foster Youth Low Income | \$673,904.00 | | | | \$673,904.00 |
| 3 | 3.19 | UNITY | All | | | \$171,156.00 | | \$171,156.00 |
| 3 | 3.20 | Tier 3 Mental Health Supports | English Learners Foster Youth Low Income | \$3,872,835.00 | | | | \$3,872,835.00 |
| 3 | 3.21 | Tier 2 Interventions and Mentorship | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 3.22 | Increase Family, Community, and School Partnerships | English Learners Foster Youth Low Income | \$764,085.00 | | | | \$764,085.00 |
| 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 | \$587,699.00 | | | | \$587,699.00 |
| 3 | 3.30 | Social Workers | English Learners Foster Youth Low Income | \$519,000.00 | | | | \$519,000.00 |
| 3 | 3.31 | Security Guards - Elementary & intermediate | All | \$3,180,000.00 | | | | \$3,180,000.00 |

2023-24 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 545,850,247 | 117,297,760 | 21.49% | 0.00% | 21.49% | \$125,352,668.00 | 0.00% | 22.96 % | Total: | \$125,352,668.00 |
| | | | | | | | | LEA-wide Total: | \$120,358,273.00 |
| | | | | | | | | Limited Total: | \$4,406,696.00 |
| | | | | | | | | Schoolwide Total: | \$587,699.00 |

| 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 | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$260,608.00 | |
| 1 | 1.7 | Intervention support and instructional coaching | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$9,661,336.00 | |
| 1 | 1.8 | Data analysis | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$420,869.00 | |

| 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 | \$2,666,063.00 | |
| 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 | \$1,634,926.00 | |
| 1 | 1.12 | Learning Management System | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$293,000.00 | |
| 1 | 1.13 | Access to technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,687,103.00 | |
| 1 | 1.14 | Assessment support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$229,513.00 | |
| 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 | \$974,724.00 | |
| 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 | All Schools | \$2,413,553.00 | |
| 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 | \$1,043,097.00 | |

| 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 | 1.19 | Comprehensive Visual and Performing Arts program for Elementary Schools. | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 4 - 6 | \$2,009,430.00 | |
| 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 | \$1,242,363.00 | |
| 1 | 1.23 | Additional staffing to reduce class sizes K-12. | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades K-12 | \$33,942,903.00 | |
| 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 | \$2,151,759.00 | |
| 1 | 1.25 | Dual Immersion teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Auburndale Intermediate, Harada Elem, Washington Elem; VanderMolen, Jefferson, Rosa Parks | \$1,583,521.00 | |
| 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 | \$1,710,000.00 | |
| 1 | 1.28 | Literacy support | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$618,711.00 | |

| 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 | | | |
| 1 | 1.29 | Supplemental materials to support at-risk or unduplicated students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,000.00 | |
| 1 | 1.31 | AVID program K-12 | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,528,105.00 | |
| 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 | \$262,528.00 | |
| 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 | \$653,591.00 | |
| 1 | 1.36 | Primary language support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$3,888,122.00 | |
| 1 | 1.38 | Credit recovery | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Comprehensive High Schools | \$478,876.00 | |
| 1 | 1.39 | Adult Education - Concurrent enrollment | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: High Schools | \$159,645.00 | |
| 1 | 1.40 | Assistant Principals | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Elementary TK-6 | \$18,762,842.00 | |
| 1 | 1.41 | Early literacy classroom support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Kindergarten | \$2,445,208.00 | |
| 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 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-----------------------------------|--|---|
| 2 | 2.4 | 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 | \$1,747,856.00 | |
| 2 | 2.8 | AP/IB supports for at-risk and unduplicated Students | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 9 - 12 | \$875,628.00 | |
| 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 | \$268,358.00 | |
| 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 Low Income | All Schools | \$50,000.00 | |
| 3 | 3.5 | Multi-Tiered System of Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,382,306.00 | |
| 3 | 3.6 | Academic Saturday School | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 7 - 12 | \$300,000.00 | |

| 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 | 3.7 | Intervention Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades 9-12 | \$1,234,452.00 | |
| 3 | 3.13 | EL Tier 3 Continuation Counselor | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Orange Grove Alternative HS | \$237,966.00 | |
| 3 | 3.14 | Counseling | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,345,190.00 | |
| 3 | 3.15 | Foster & Homeless Support | Yes | LEA-wide | Foster Youth | All Schools | \$320,247.00 | |
| 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 | \$2,540,047.00 | |
| 3 | 3.18 | STEPS Aides | Yes | LEA-wide | English Learners Foster Youth Low Income | Grades TK-6 | \$673,904.00 | |
| 3 | 3.20 | Tier 3 Mental Health Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,872,835.00 | |
| 3 | 3.22 | Increase Family, Community, and School Partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$764,085.00 | |
| 3 | 3.23 | Family Engagement Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$83,500.00 | |
| 3 | 3.29 | Athletics | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Comprehensive High Schools Grades 9-12 | \$587,699.00 | |
| 3 | 3.30 | Social Workers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$519,000.00 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$507,250,400.00 | \$642,185,195.00 |

| 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 | \$392,842,956.00 | \$468,979,395.00 |
| 1 | 1.2 | Access to standards aligned instructional materials and facilities that are maintained in good repair | No | \$30,424,576.00 | \$34,535,314.00 |
| 1 | 1.3 | High quality professional learning will be made available to all certificated staff | Yes | \$1,600,000.00 | \$1,600,000.00 |
| 1 | 1.4 | High quality professional learning will be made available to all classified staff | Yes | \$220,000.00 | \$220,000.00 |
| 1 | 1.5 | High quality professional learning will be made available to all special education staff | No | \$33,909.00 | \$94,968.00 |
| 1 | 1.6 | Instructional support and coaching | Yes | \$683,259.00 | \$861,584.00 |
| 1 | 1.7 | Intervention support and instructional coaching | Yes | \$2,668,410.00 | \$4,163,859.00 |
| 1 | 1.8 | Data analysis | Yes | \$281,185.00 | \$316,755.00 |
| 1 | 1.9 | Educational technology hardware and software will be provided to all sites and supported through professional development and staff | Yes | \$1,324,221.00 | \$4,979,606.00 |
| 1 | 1.10 | Site educational technology support | Yes | \$30,000.00 | \$30,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.11 | Access to instructional software and support | Yes | \$1,428,025.00 | \$1,517,460.00 |
| 1 | 1.12 | Learning Management System | Yes | \$186,000.00 | \$186,000.00 |
| 1 | 1.13 | Access to technology | Yes | \$2,600,000.00 | \$6,727,845.00 |
| 1 | 1.14 | Assessment support | Yes | \$224,252.00 | \$231,368.00 |
| 1 | 1.15 | Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program. | Yes | \$709,996.00 | \$1,007,220.00 |
| 1 | 1.16 | Summer and after school support for at-risk students: Unduplicated and credit deficient | Yes | \$4,124,521.00 | \$4,951,404.00 |
| 1 | 1.17 | NGSS science support | Yes | \$90,000.00 | \$110,000.00 |
| 1 | 1.18 | Community engagement - Communications | Yes | \$1,310,451.00 | \$1,424,566.00 |
| 1 | 1.19 | Comprehensive Visual and Performing Arts program for Elementary Schools. | Yes | \$1,247,578.00 | \$1,532,868.00 |
| 1 | 1.20 | Provide additional support to foster youth TK-12 | Yes | \$20,000.00 | \$20,000.00 |
| 1 | 1.21 | Funding for at-risk students, EL (including RFEP), SED and Foster Youth. | Yes | \$2,400,379.00 | \$5,899,000.00 |
| 1 | 1.22 | Additional staffing and support will be provided to sites to provide supplemental support for English | Yes | \$1,355,937.00 | \$1,527,463.00 |

| 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 | 1.23 | learners, socio- economically disadvantaged and foster youth Additional staffing for elementary and intermediate schools to support unduplicated students in the Corona Circle City schools | Yes | \$6,046,209.00 | \$6,809,621.00 |
| 1 | 1.24 | Additional staffing at the high school level to support unduplicated students | Yes | \$1,967,590.00 | \$2,216,490.00 |
| 1 | 1.25 | Dual Immersion teachers | Yes | \$565,840.00 | \$637,419.00 |
| 1 | 1.26 | Assessment and intervention supports will be provided in ELA and Math | Yes | \$856,820.00 | \$956,820.00 |
| 1 | 1.27 | Mathematics support | Yes | \$550,000.00 | \$2,434,750.00 |
| 1 | 1.28 | Literacy support | Yes | \$591,041.00 | \$1,656,663.00 |
| 1 | 1.29 | Supplemental materials to support at-risk or unduplicated students | Yes | \$300,000.00 | \$8,800,000.00 |
| 1 | 1.30 | Action intentionally left blank | | | |
| 1 | 1.31 | AVID program K-12 | Yes | \$2,128,105.00 | \$2,332,030.00 |
| 1 | 1.32 | Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations | Yes | \$173,177.00 | \$270,084.00 |
| 1 | 1.33 | Support for English learners and other at-risk or unduplicated Students | Yes | \$646,469.00 | \$1,317,057.00 |
| 1 | 1.34 | Support for students with disabilities | No | \$1,572,944.00 | \$1,735,270.00 |

| 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 | 1.35 | Additional support for students with disabilities | No | \$20,018,951.00 | \$30,879,433.00 |
| 1 | 1.36 | Primary language support | Yes | \$2,100,128.00 | \$2,591,879.00 |
| 1 | 1.37 | Action intentionally left blank | | | |
| 1 | 1.38 | Credit recovery | Yes | \$223,454.00 | \$662,742.00 |
| 1 | 1.39 | Adult Education - Concurrent enrollment | Yes | \$156,461.00 | \$167,564.00 |
| 1 | 1.40 | Assistant Principals | Yes | \$1,877,444.00 | \$3,153,492.00 |
| 1 | 1.41 | Early literacy classroom support | Yes | \$2,420,000.00 | \$7,799,870.00 |
| 2 | 2.1 | CTE data development and tracking | Yes | \$15,000.00 | \$15,750.00 |
| 2 | 2.2 | CTE professional development | No | \$250,000.00 | \$307,011.00 |
| 2 | 2.3 | CTE pathway development, expansion and maintenance | Yes | \$2,280,000.00 | \$2,654,308.00 |
| 2 | 2.4 | CTE student leadership development (CSTO) | Yes | \$275,000.00 | \$372,492.00 |
| 2 | 2.5 | CTE business and industry involvement | No | \$135,000.00 | \$0.00 |
| 2 | 2.6 | CTE student post-secondary attainment | Yes | \$20,000.00 | \$20,000.00 |
| 2 | 2.7 | CTE high quality staff | Yes | \$2,141,738.00 | \$2,347,384.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.8 | AP/IB supports for at-risk and unduplicated Students | Yes | \$448,258.00 | \$840,668.00 |
| 2 | 2.9 | Provide additional programs for school connectedness and student well-being for unduplicated students | Yes | \$40,000.00 | \$40,000.00 |
| 2 | 2.10 | Dual enrollment | Yes | \$40,000.00 | \$40,000.00 |
| 2 | 2.11 | Career counseling | Yes | \$75,000.00 | \$174,862.00 |
| 2 | 2.12 | Parchment | Yes | \$50,000.00 | \$50,000.00 |
| 3 | 3.1 | SART and SARB | Yes | \$10,000.00 | \$10,000.00 |
| 3 | 3.2 | Social Emotional Learning & Character Education | Yes | \$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 | Yes | \$681,104.00 | \$1,054,614.00 |
| 3 | 3.6 | Academic Saturday School | Yes | \$300,000.00 | \$300,000.00 |
| 3 | 3.7 | Intervention Counselors | Yes | \$865,057.00 | \$1,124,487.00 |
| 3 | 3.8 | Intentionally left blank | | | |
| 3 | 3.9 | Intentionally left blank | | | |
| 3 | 3.10 | Intentionally left blank | | | |
| 3 | 3.11 | Intentionally left blank | | | |

| 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 | 3.12 | School Resource Officers | No | \$1,189,880.00 | \$1,339,880.00 |
| 3 | 3.13 | EL Tier 3 Continuation Counselor | Yes | \$86,797.00 | \$97,777.00 |
| 3 | 3.14 | Counseling | Yes | \$4,849,100.00 | \$6,712,511.00 |
| 3 | 3.15 | Foster & Homeless Support | Yes | \$338,592.00 | \$381,424.00 |
| 3 | 3.16 | Tier 3 Wrap Around Services | Yes | \$280,000.00 | \$388,000.00 |
| 3 | 3.17 | School Nurses | Yes | \$2,262,524.00 | \$2,733,037.00 |
| 3 | 3.18 | STEPS Aides | Yes | \$551,676.00 | \$1,221,463.00 |
| 3 | 3.19 | UNITY | No | \$45,000.00 | \$171,156.00 |
| 3 | 3.20 | Tier 3 Mental Health Supports | Yes | \$284,000.00 | \$2,084,000.00 |
| 3 | 3.21 | Tier 2 Interventions and Mentorship | No | \$450,000.00 | \$425,019.00 |
| 3 | 3.22 | Increase Family, Community, and School Partnerships | Yes | \$902,886.00 | \$1,007,993.00 |
| 3 | 3.23 | Family Engagement Programs | Yes | \$83,500.00 | \$83,500.00 |
| 3 | 3.24 | Intentionally left blank | | | |
| 3 | 3.25 | Intentionally left blank | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| 3 | 3.26 | Intentionally left blank | | | |
| 3 | 3.27 | Intentionally left blank | | | |
| 3 | 3.28 | Intentionally left blank | | | |
| 3 | 3.29 | Athletics | Yes | \$250,000.00 | \$800,000.00 |

2022-23 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) |
|--|---|---|--|--|--|--|
| \$84,061,438.00 | \$53,799,606.00 | \$95,659,615.00 | (\$41,860,009.00) | 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 | \$1,600,000.00 | | |
| 1 | 1.4 | High quality professional learning will be made available to all classified staff | Yes | \$220,000.00 | \$220,000.00 | | |
| 1 | 1.6 | Instructional support and coaching | Yes | \$362,893.00 | \$408,799.00 | | |
| 1 | 1.7 | Intervention support and instructional coaching | Yes | \$1,950,719.00 | \$2,497,485.00 | | |
| 1 | 1.8 | Data analysis | Yes | \$281,185.00 | \$316,755.00 | | |
| 1 | 1.9 | Educational technology hardware and software will be provided to all sites and supported through professional development and staff | Yes | \$1,324,221.00 | \$4,979,606.00 | | |
| 1 | 1.10 | Site educational technology support | Yes | \$30,000.00 | \$30,000.00 | | |
| 1 | 1.11 | Access to instructional software and support | Yes | \$1,428,025.00 | \$1,517,460.00 | | |
| 1 | 1.12 | Learning Management System | Yes | \$186,000.00 | \$186,000.00 | | |
| 1 | 1.13 | Access to technology | Yes | \$2,600,000.00 | \$6,727,845.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.14 | Assessment support | Yes | \$224,252.00 | \$231,368.00 | | |
| 1 | 1.15 | Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program. | Yes | \$709,996.00 | \$1,007,220.00 | | |
| 1 | 1.16 | Summer and after school support for at-risk students: Unduplicated and credit deficient | Yes | \$1,600,000.00 | \$2,426,883.00 | | |
| 1 | 1.17 | NGSS science support | Yes | \$90,000.00 | \$110,000.00 | | |
| 1 | 1.18 | Community engagement - Communications | Yes | \$1,310,451.00 | \$1,424,566.00 | | |
| 1 | 1.19 | Comprehensive Visual and Performing Arts program for Elementary Schools. | Yes | \$1,247,578.00 | \$1,532,868.00 | | |
| 1 | 1.20 | Provide additional support to foster youth TK-12 | Yes | \$20,000.00 | \$20,000.00 | | |
| 1 | 1.21 | Funding for at-risk students, EL (including RFEP), SED and Foster Youth. | Yes | \$2,400,379.00 | \$5,899,000.00 | | |
| 1 | 1.22 | Additional staffing and support will be provided to sites to provide supplemental support for English learners, socio-economically disadvantaged and foster youth | Yes | \$1,355,937.00 | \$1,527,463.00 | | |
| 1 | 1.23 | Additional staffing for elementary and intermediate schools to support unduplicated students in the Corona Circle City schools | Yes | \$6,046,209.00 | \$6,809,621.00 | | |

| 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 | 1.24 | Additional staffing at the high school level to support unduplicated students | Yes | \$1,967,590.00 | \$2,216,490.00 | | |
| 1 | 1.25 | Dual Immersion teachers | Yes | \$565,840.00 | \$637,419.00 | | |
| 1 | 1.26 | Assessment and intervention supports will be provided in ELA and Math | Yes | \$856,820.00 | \$956,820.00 | | |
| 1 | 1.27 | Mathematics support | Yes | \$550,000.00 | \$2,434,750.00 | | |
| 1 | 1.28 | Literacy support | Yes | \$591,041.00 | \$1,656,663.00 | | |
| 1 | 1.29 | Supplemental materials to support at-risk or unduplicated students | Yes | \$300,000.00 | \$8,800,000.00 | | |
| 1 | 1.31 | AVID program K-12 | Yes | \$2,128,105.00 | \$2,332,030.00 | | |
| 1 | 1.32 | Additional language supports will be provided to address the specific needs of at-risk and unduplicated populations | Yes | \$173,177.00 | \$270,084.00 | | |
| 1 | 1.33 | Support for English learners and other at-risk or unduplicated Students | Yes | \$646,469.00 | \$1,317,057.00 | | |
| 1 | 1.36 | Primary language support | Yes | \$2,100,128.00 | \$2,591,879.00 | | |
| 1 | 1.38 | Credit recovery | Yes | \$223,454.00 | \$662,742.00 | | |
| 1 | 1.39 | Adult Education - Concurrent enrollment | Yes | \$156,461.00 | \$167,564.00 | | |
| 1 | 1.40 | Assistant Principals | Yes | \$1,877,444.00 | \$3,153,492.00 | | |
| 1 | 1.41 | Early literacy classroom support | Yes | \$2,420,000.00 | \$7,799,870.00 | | |
| 2 | 2.1 | CTE data development and tracking | Yes | \$15,000.00 | \$15,750.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2 | 2.3 | CTE pathway development, expansion and maintenance | Yes | \$30,000.00 | \$30,000.00 | | |
| 2 | 2.4 | CTE student leadership development (CSTO) | Yes | \$25,000.00 | \$25,000.00 | | |
| 2 | 2.6 | CTE student post-secondary attainment | Yes | \$20,000.00 | \$20,000.00 | | |
| 2 | 2.7 | CTE high quality staff | Yes | \$1,716,738.00 | \$1,904,730.00 | | |
| 2 | 2.8 | AP/IB supports for at-risk and unduplicated Students | Yes | \$448,258.00 | \$840,668.00 | | |
| 2 | 2.9 | Provide additional programs for school connectedness and student well-being for unduplicated students | Yes | \$40,000.00 | \$40,000.00 | | |
| 2 | 2.10 | Dual enrollment | Yes | \$40,000.00 | \$40,000.00 | | |
| 2 | 2.11 | Career counseling | Yes | \$75,000.00 | \$174,862.00 | | |
| 2 | 2.12 | Parchment | Yes | \$50,000.00 | \$50,000.00 | | |
| 3 | 3.1 | SART and SARB | Yes | \$10,000.00 | \$10,000.00 | | |
| 3 | 3.2 | Social Emotional Learning & Character Education | Yes | \$50,000.00 | \$50,000.00 | | |
| 3 | 3.5 | Multi-Tiered System of Supports | Yes | \$681,104.00 | \$1,054,614.00 | | |
| 3 | 3.6 | Academic Saturday School | Yes | \$300,000.00 | \$300,000.00 | | |
| 3 | 3.7 | Intervention Counselors | Yes | \$865,057.00 | \$1,124,487.00 | | |
| 3 | 3.13 | EL Tier 3 Continuation Counselor | Yes | \$86,797.00 | \$97,777.00 | | |
| 3 | 3.14 | Counseling | Yes | \$4,849,100.00 | \$6,712,511.00 | | |
| 3 | 3.15 | Foster & Homeless Support | Yes | \$338,592.00 | \$381,424.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 3 | 3.16 | Tier 3 Wrap Around Services | Yes | \$280,000.00 | \$388,000.00 | | |
| 3 | 3.17 | School Nurses | Yes | \$2,262,524.00 | \$2,733,037.00 | | |
| 3 | 3.18 | STEPS Aides | Yes | \$551,676.00 | \$1,221,463.00 | | |
| 3 | 3.20 | Tier 3 Mental Health Supports | Yes | \$284,000.00 | \$2,084,000.00 | | |
| 3 | 3.22 | Increase Family, Community, and School Partnerships | Yes | \$902,886.00 | \$1,007,993.00 | | |
| 3 | 3.23 | Family Engagement Programs | Yes | \$83,500.00 | \$83,500.00 | | |
| 3 | 3.29 | Athletics | Yes | \$250,000.00 | \$800,000.00 | | |

2022-23 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) |
|---|---|--|---|--|---|--|--|---|
| \$514,782,677.00 | \$84,061,438.00 | 0% | 16.33% | \$95,659,615.00 | 0.00% | 18.58% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 – 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

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