Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Corona-Norco Unified School District (CNUSD) is located approximately 60 miles east of Los Angeles and is the largest school district in Riverside County and the ninth largest in the state of California. As a large urban school district we serve approximately 52,557 students pre-school through Adult Transition across 51 schools: Our schools include: 30 TK-6 elementary schools, three K-8 Academies, two middle schools (6-8), six Intermediate schools, five comprehensive high schools, two alternative high schools, a middle college high school, a school for students with exceptional needs and a TK-12 Virtual School of Innovation. CNUSD provides a wide variety of educational programs such as: Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning/After School Education and Safety Program (ASES), AVID K-12, Advanced Placement (AP), International Baccalaureate (IB), IB MYP (Middle Years Program), STEM, multiple CTE Pathways, and dual/concurrent enrollment with Norco College. CNUSD believes in educating the whole child therefore the social emotional component to learning is very important. Counseling services continue to be expanded K -12 with a focus on unduplicated students and on Foster Youth with the addition of dedicated counselor to support the Foster Youth throughout CNUSD. Organized athletic activities as well as the arts and music are offered 4-12.

CNUSD serves a diverse student population which includes: 54% Hispanic, 23% White, 11% Asian, 6% African American, and 3% Filipino. Over 50 languages are spoken within our schools. In Corona-Norco 47% of students are eligible for free and reduced meals, 47.2% are unduplicated and 14.8% are classified as English Learners. CNUSD employs over 5,000 certificated and classified staff. CNUSD has a strong reputation in California as a high performing system. Of the 51 schools in the district, 36 have been selected as California Distinguished Schools over the last several years.

Corona-Norco ranks among the top two or three districts in Riverside County in conventional measures of student achievement and engagement, a graduation rate of 95.6%, A-G completion rates of 57% and a dropout rate of only 2.7% (the average rates at Riverside County are 90.6%, 50.9% and 5.3% respectively). 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 newly adopted 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.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Corona-Norco Unified did experience success and progress. As reported on the 2019 California School Dashboard:

Progress Indicators

3rd – 8th & 11th Grade SBAC scores on ELA (Green):
- Experienced improvement in the distance from standard of 1.8 points. Low Income students increased 1.7 pts; African American increased 5.1 pts; Homeless students increased 9.3 points and Students with Disabilities increased 9.6 points.

3rd – 8th & 11th Grade SBAC scores on Math (Green):
- Experienced improvement in the distance from standard of 3.9 points. Low Income students increased 2.9 pts, Students with Disabilities increased 12.6, African Americans increased 7.5 pts, and Homeless increased 10.7 pts.

Graduation Rate – 93.6% Maintained

Chronic Absenteeism (Green) Overall 5.3%, declined 0.5%

In March 2020 all schools in Riverside County shut down due to the COVID-19 pandemic. As a result of these school closures, State testing was waived for the 2019-20 school year and therefore the most current dashboard data is from 2018-2019. As a result of the pandemic school closures CNUSD shifted all students to distance learning for the remainder of the 2019-20 school year. In spring and summer of 2020, CNUSD developed plans for two distinct instructional models: Remote/Traditional and Virtual. The Remote/Traditional track was designed for students to receive in-person instruction when safe. The Virtual track was designed for families who were not comfortable with their children returning to school in-person under any circumstances. In July and August, students started the 2020-21 school year at the regularly scheduled start date based on school track. Approximately 14,000 students started the school year on the Virtual track with the majority of the students electing for the Remote/Traditional track. In January 2021, Educational Services started the process of a systematic, holistic evaluation of the Remote/Traditional and Virtual programs. This program evaluation was designed to provide insights regarding our two instructional models and provide guidance as we make future instructional plans while continuing to navigate the COVID-19 pandemic. Below is a description of that process and the results.

Methodology:

The approach taken to measure success was to gather both qualitative and quantitative data. The qualitative data gathered was in the form of stakeholder group meetings. The quantitative data gathered included grades for students in grades 7 - 12 and iReady placement and growth data for grades K-8. In order to accurately reflect all of our stakeholders, we held multiple meetings using the same indicators across every group to gain insight into their perspectives of the strengths and challenges of both the remote and virtual learning models. We created a rubric with seven common indicators:
* Alignment to Standards: The extent academic standards reflect the CA Common Core, satisfies A-G and NCAA requirements.
* Rigor: Opportunities for critical thinking, collaboration, communication, creativity, citizenship, and character. DOK levels 3 and 4 activities are present.
* Teacher Time: Impacts on time and effort for staff to deliver curriculum, plan, grade, and communicate with students.
* Student Time: Impacts on time and effort for students to complete activities, submit assignments, complete homework, etc.
* Technical Ease & Integration: Tech tools are user friendly and intuitive.
* Equity and Access: Level of variance in student experience from classroom to classroom.

* Student Engagement: Feeling of connectedness, Zoom attendance, and work completion.

Feedback Meetings:

Several stakeholder meetings were held that included principals, 7-12th grade virtual administrators/APs, teachers, parents, and students. All meetings were conducted via Zoom.

Data and Analysis Qualitative Data:

Alignment to Standards (Strengths)
From the teacher and administrator perspective, there was positive feedback around: Both models: Aligning instruction to the essential standards; Virtual: teachers being able to supplement to meet the standards

From the teacher perspective specifically, there was positive feedback around: Virtual: Strong alignment to the state standards at the intermediate and high school levels

Rigor (Strengths)
From the teacher, student and administrator perspective, there was positive feedback around: Traditional/Remote: Breakout rooms have been used for collaboration; Both models: Activities assigned are more on the creation level versus consumption

From the parent and student perspective, there was positive feedback around: Both models: Teachers are trying and teachers are interactive

Teacher Time (Strengths)
From the teacher and administrator perspective, there was positive feedback around: Both models: Flexibility in schedule for planning, grading and collaboration; Virtual: Efficient nature of courses - little grading and easy to run reports

Student Time (Strengths)
All stakeholders gave positive feedback around: Both models: Flexibility in student work time

Technical Ease and Integration (Strengths)
For all stakeholders there was positive feedback around: Both models: Google classroom was easy to navigate

From the teacher and administrator perspective, there was positive feedback around: Traditional model: Google integration with other apps has been helpful; Virtual: Teachers using Edgenuity have learned quickly how to use the platform

From the teacher perspective, there was positive feedback around: Traditional: Teachers are growing in their use of technology within their lessons

Student Engagement (Strengths)

From the perspective of all stakeholders, there was positive feedback around: Both models: When cameras are turned on, the engagement is high leaving stakeholders feeling connected

From the teacher perspective specifically, there was positive feedback around: Both models: Small group instruction via zoom has been great for supporting students

From the parent perspective specifically, there was positive feedback around: Both models: Feel a stronger connection to the class; Both models: Small groups have supported students

Equity and Access (Strengths)
From the student perspective, there was positive feedback around: Both models: Elementary and Intermediate students felt their experience was equal to that of their peers in other classes

From the teacher and administrator perspective, there was positive feedback around: Both models: District moving to a one-to-one model for Chromebooks; Virtual: Able to easily customize the curriculum to meet the students' needs

Quantitative Data

Grade Levels 9 - 12 - F grades by Track
Overall, from first quarter to Semester 1, failure rates in the Traditional/Remote program decreased by 4.79%. In the Virtual program, failure rates decreased by 9.37% from first quarter to Semester 1 in distance learning.

Grade Levels 7 - 8 - F grades by Track
Overall, from first quarter to Semester 1, failure rates in grades 7-8 in the Traditional/Remote program decreased by 2.31%. In the Virtual program, failure rates decreased by 6.2% from first quarter to Semester 1 in distance learning.

iReady Placement Results ELA K-8
The overall placement on the second Diagnostic for English Language Arts for students in grades K - 8 was 55.2% on or above grade level relative to the end of year expectations. This is a 7.01% increase from the first diagnostic. The breakdown by program for diagnostic 2 show the following:
* Traditional/Remote - 53.71% of the students were on or above grade level relative to the end of year expectations. This is a 6.83% increase of students on or above grade level.
* Virtual - 59.93% of the students were on or above grade level relative to the end of year expectations. This is a 7.48% increase of students on or above grade level.

iReady Placement Results Math K-8
The overall placement on the second Diagnostic for Mathematics for students in grades K - 8 was 45.01% on or above grade level relative to the end of year expectations. This is a 9.76% increase from the first diagnostic. The breakdown by program for diagnostic 2 show the following:

* Traditional/Remote - 43.43% of the students were on or above grade level relative to the end of year expectations. This is a 9.2% increase of students on or above grade level.
* Virtual - 50.1% of the students were on or above grade level relative to the end of year expectations. This is a 11.34% increase of students on or above grade level.

As with all school systems nationwide, recent gains have been undermined by the pandemic, and longstanding achievement gaps have been exacerbated during distance learning. CNUSD is most proud of its responsiveness to our students and community to address academic and social emotional needs, despite the school closures brought on by the pandemic. Under our Board of Education's leadership, CNUSD was the first district in the county to return our most vulnerable (unduplicated) students to in-person learning in October, 2020 through small group cohorts, both during the school day and before and after school. As conditions improved, CNUSD was also the first district in the county to return to in-person hybrid learning. Additionally, we are incredibly proud of the high quality professional learning that was provided for teachers, classified staff and administrators. Almost 400 unique trainings were delivered this school year, including 1,034 sessions, 2,738 participants, and representing over 22,930 hours of logged professional learning hours.

CNUSD will braid LCAP funding with additional state and federal dollars to build upon this success and meet the academic and social emotional needs of its students most affected by the school closures. Academic supports will be provided before and after school to provide additional opportunities for students who may have unfinished learning as a result of the pandemic. Additionally increased mental health and social emotional supports will be put into place to ensure that students can access learning at the highest 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.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Corona-Norco Unified continues to take an active role in addressing the districts greatest needs and performance gaps.

As reported on the 2019 California School Dashboard:

* Suspension Rate (Overall Performance Orange)
CNUSD's overall suspension rate was 3.2%, which was an increase of 0.3%. CNUSD did not have any student groups within the red tier, however, the following subgroups performed with the orange tier: African American, Hispanic; Pacific Islander; SED; and White. CNUSD continues to refine the Multi-Tiered System of Supports (MTSS) framework focusing on data systems and strategies to reduce disproportionality. These strategies include implementing inclusionary, trauma informed, restorative, equity focused, and culturally responsive practices in Tier 1. In Tier 2, implementing restorative interventions, providing various targeted groups, and redefining tier 2 discipline structures. Finally, in Tier 3 providing intensive supports for students with the highest needs. Throughout the tiered system,

CNUSD is implementing a strategic system of screeners and referrals to reduce implicit bias and ensure collaborative systematic data informed approach to support.

* While English Learners continue to make progress as measured on the English learner Progress indicator, English Learners are performing lower when compared to other groups in CNUSD particularly in English Language Arts, Mathematics, and Graduation rate. CNUSD continues to offer professional development focused on designated and integrated ELD K-12. School sites with high concentrations of English Learners provide kinder readiness classes to offer an intensive language instruction program aligned to the foundational reading standards. Elementary schools identify students at risk of becoming Long Term English Learners by grade 4 and provide each individual student with a goal setting meeting focused on reclassification. At the intermediate level the focus is on appropriate ELD placement. They have been refining placement criteria for EL students to ensure a broad course of study. This ensure that students receive both ELD standards and core content. This approach will ensure that student can achieve grade level mastery of standards. At the high school we have a 9-12 pathway that takes into account EL student needs to provide them with focused ELD instruction and course access for A-G eligibility. In addition, counselors ensure that student's eligible for AB2121, and the corresponding reduction of credits for graduation are provided with a differentiated graduation pathway.

* Our latest data on Foster Youth indicates that they are reporting within the Orange range for Chronic Absenteeism, Graduation Rate, ELA and Math. A counselor specifically focused on the needs of Foster Youth has been working with students to support their attendance and academic success. Efforts will continue to improve this area. Additionally, continued implementation of SART and SARB process with a focus on the needs of Foster Youth will continue as well as the work with MTSS to ensure other means of correction rather than suspension.

* Socioeconomically Disadvantaged students demonstrated growth in ELA, Math and College/Career Readiness, however, this group falls into the orange category for both ELA and Math. Updated and content aligned math materials will be purchased and implemented in the 2021 school year and Professional Development will be provided to successfully implement these materials. A pilot for grades K-8 Math will be implemented throughout the 2021-22 school year.

* Homeless students are performing well in every area addressed by the dashboard. They have shown significant increases in performance in ELA, Math, Graduation Rate and College/Career indicators. Additionally, their suspension rate has declined by 3.2% as well. Regarding Chronic Absenteeism, Homeless students fall within the red tier for Chronic Absenteeism. Homeless students will continue to be supported with attendance and academics through Club Hope that has been created to provide assistance for our families experiencing homelessness.

* While African American showed significant growth in both EL and Math, they are scoring in the orange category for both suspension and chronic absenteeism. As we continue to implement MTSS, particular focus will be placed on the needs of African American students to reduce the number of suspensions, increase attendance and provide academic support.

* Students with Disabilities showed significant growth in both ELA and Math, however, they are still performing below expectations in several categories when compared to overall district achievement. According to the California School Dashboard, students on IEP's fall into the orange category for mathematics and graduation rate and are in the red category for college and career readiness. Focused PD will continue to be provided for teachers of students with IEP's along with new materials in both math and ELA to support differentiation and modifications while teaching grade level standards.

* Native Hawaiian or Pacific Islander students are reporting to be in the "high" green category for the achievement in English Language Arts. In the areas of Chronic Absenteeism and Suspension, however they are in the orange category. Using SART and SARB processes with a focus on students with Native Hawaiian or Pacific Islander, improvements will be implemented. As we continue to implement MTSS, stress on the needs of Native Hawaiian or Pacific Islander students will be placed to reduce the number of suspensions, increase attendance and provide academic support.

Identified needs as a result of our program evaluation (details listed above) conducted in January, 2021 are:

Quantitative Data

Grade Levels 9 - 12 - F grades by Track Semester 1.
The overall failure rate for Fall 2020 - Semester 1 for all students in grades 9 - 12 earning 1 or more Fs:
* Traditional/Remote Track - 32.60%
* Virtual Track - 35.51%
While the failure rate was just over 10% higher than the previous year at the same time, the rate was close to the same percentage in both Traditional/Remote and Virtual for Fall 2020 -The trend for English Learners and Foster Youth showed that students in Traditional/Remote had a higher percentage of failure than the students in the Virtual track. The trend for Special Education and Socioeconomically Disadvantaged subgroups showed that students in the Traditional/Remote and Virtual tracks had about the same percentage of failure rate. English Learner and Foster Youth students had almost double the failure rate as the overall rate for those on the Traditional/Remote track.

Grade Levels 7 - 8 - F grades by Track
The overall failure rate for Fall 2020 - Semester 1 for all students in grades 7 - 8:
* Traditional/Remote Track – 33.64%
* Virtual Track – 42.47%
The failure rate was just over double the rate from the previous year at the same time. The failure rate for the Virtual track was just under 10% higher than the Traditional/Remote track for Fall 2020 - Semester 1. The trend 9 for Foster Youth and Socioeconomically Disadvantaged subgroups showed that students in the Virtual track had a higher percentage of failure than the students in the Traditional track. The trend for Special Education students showed that students in Traditional/Remote and Virtual tracks had a failure rate within about 3% of each other, with the Virtual Track being slightly higher. The trend for English Learners showed that students in Traditional/Remote and Virtua tracks had a failure rate within about 3% of each other with the Traditional/Remote track being slightly higher.

Conclusion
Based on the results of the evaluation, the key findings identified were:
* Failure rates for high school students in the Traditional and Virtual models were fairly consistent, whereas failure rates for intermediate students were much higher in the Virtual model than the Traditional model.
* Based on the iReady Diagnostic Two results for ELA, more than 55% of the students who took the assessment are on or above grade level relative to the end of year expectations.

* Based on the iReady Diagnostic Two results for Mathematics, more than 45% of the students who took the assessment are on or above grade level relative to the end of year expectations.
* Being able to interact in the virtual setting is important; however, with so many students not showing themselves on camera, this is difficult to achieve consistently.
* Some students still are not connecting.
* Teachers and students have grown in their purposeful use of technology.
* Support at home is inconsistent across families.
* Access to technology and unstable wifi are challenges for some students.
* Teachers are supplementing Edgenuity in the TK-5 Virtual program to meet the California Common Core standards.

Implications for next steps:
* Funds have been allocated to become a one-to-one Chromebook district. Chromebooks are in the process of being delivered to all students.
* Professional learning offerings continue in response to teacher requests in order to support purposeful technology integration.
* Administrators are conducting home visits for families that have been identified as needing additional support or who have not been connecting with teachers in class. Small group intervention cohorts continue at all levels. Though they are growing, since they are not required, attendance is not consistent. Athletic, VAPA, Special Education and intervention cohorts are in action to support student connectedness.
* Plans for a relevant K-12 summer school program are being made to include expanded opportunities for credit recovery and academic intervention, targeted mental health supports, and options for both virtual and in-person attendance.

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 changed its school funding system, which will now be focused on equity, transparency, and performance. The new system is called the Local Control Funding Formula or LCFF, which greatly simplifies state funding for schools. LCFF school districts are required to adopt a Local Control Accountability Plan (LCAP) to allocate the state funds needed to ensure continued success for Corona-Norco Unified School District students. To assist us in this effort, we called on our community 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 related to the LCFF 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 stakeholder 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.
- Community Survey: Input was collected through a community survey for the new Strategic Plan. The 2021 - 24 LCAP will align and support this plan.
- Student Voice: Feedback and recommendations were provided by our intermediate and high school students regarding focus areas and program expansion.
- DELAC and Superintendent's Advisory Committees (SPAC): Both the District English Language Advisory Committee (DELAC) and the Superintendent's Parent Advisory Committee (SPAC) provided input and feedback to support the LCAP.

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 newly created Strategic Plan as well as the Board of Education's focus areas and priorities. With that in mind, the CNUSD LCAP is segmented into 3 overlapping areas that address both pillars: Pupil Outcomes, Conditions of Learning, and Engagement.

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

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

Identified Need: In aligning with our districts newly created Strategic Plan we have outlined a need to close the identified opportunity gap by providing additional supports to students who are not yet meeting academic standards or have experienced learning loss. We believe that each student should have a consistent learning experience with a baseline of services for each student. Additionally, there is a need to provide a variety of learning options to best meet the individual needs of our students and families. Ensuring that the district has systems and processes that are aligned with the districts value of inclusion and research-based best practices to increase equitable outcomes for students and staff are critical. Employee training at all levels is needed to ensure that this is implemented systemwide. The data that we use to determine specific needs birthed out of both local assessments, grades and empathy interviews throughout the year.

Programs that will begin in 2021:
- Digital Integration through a 1:1 student device refresh

Ongoing programs/initiatives in this area include:
- Additional maintenance personnel to maintain facilities
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Intervention support for literacy at highly impacted elementary schools
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support of the Genius Squad
- Instructional technology and educational software for the classroom

- Site champions to support the implementation of technology at the school site
- Implementation of a Learning Management System to support personalized learning in the future
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Support for our Communication Office to effectively inform our community
- Comprehensive visual and performing arts program for elementary students
- School allocations for supplemental support of at-risk students
- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals – to support schools with high need
- Additional Dual Language Immersion teachers
- Intervention programs to support improvement in mathematics
- Literacy initiative to support student reading proficiency by the end of third grade
- Supplemental materials to support at risk students
- Additional translators to support communication with English Learner parents
- AVID from high schools and intermediate schools to elementary schools
- Quality ELD implementation
- Special Education and foster youth support
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school

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

Identified Need: 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).

Programs that will begin in 2021:
- Umoja Program at ERHS and CEHS

Ongoing programs in this area include:
- Provide a graduate follow up system
- Further expansion of the CTE pathways
- Contracting to employ a medical pathway consultant
- Coordinator support and training to place students in CTE pathways

- Professional development for CTE teachers
- Monitoring and support for at-risk students in CTE courses
- The development of new high yield pathways particularly in Science, Technology, Engineering, and Math
- CTE director, ROP teachers, and additional CNUSD teachers to support CTE and STEM programs
- Increase of articulation agreements
- Implementation and continued support of a STEM program and Project Lead the Way (PLTW) in high schools and intermediate schools
- Student support for Advanced Placement expansion and International Baccalaureate
- Puente Program at the HS level

Engagement
Goal 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.

Identified Need: There is a need to provide systemic tiered student support to increase mental health awareness and resources to all students. While CNUSD has seen favorable results in social-emotional surveys, there is no doubt that the pandemic has taken a toll on 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.

Programs that will begin in 2021:
- Two additional school nurses will be hired
- SEL support for elementary sites through additional STEPs aides

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
- School support for Comprehensive School Safety Plans
- TK-12 counselors to support the social-emotional aspect of student needs
- Dedicated counselor to support Foster Youth
- Employment of STEPS aides to support young children in building positive social skills and expansion of this program
- Parent nights to support school programs and involvement
- Conducting needs assessment surveys for district to support meeting the needs of families
- Family and community engagement support
- Implementation of the CNUSD Parent Center with personnel
- Personnel to support the mental health of our students most in need (Wrap Services)
- An additional school nurse

- Tier I Experiences for students such as the World Kindness Conference, Teen Talk, W.E.B., Link Crew
- SEL Universal Screeners
- Suicide Prevention program to support student mental health and well-being
- Academic Saturday School

Comprehensive Support and Improvement

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

Schools Identified

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

Schools identified in Corona-Norco Unified School District for Comprehensive Support and Improvement are Orange Grove Alternative High School and Corona-Norco Alternative.

Support for Identified Schools

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

Both Orange Grove Alternative High School and Corona-Norco Alternative are schools that support students who have encountered difficulties in their lives. These students have experienced significant setbacks in their lives including trauma, drug abuse and violence. The schools support students in grades 9 through 12 and focus on social emotional learning as well as academics. During the development and implementation of the improvement plan, stakeholder engagement is very important. Both schools engaged diverse groups of stakeholders in analysis and discussions around school data to get to the root causes of the barriers to learning for students. Stakeholders met in teams to talk through their ideas for improvement and provide recommendations and feedback. These stakeholders included parents, teachers, counselors, paraeducators, ELAC, School Site Council and students.
Both schools engaged in a process that asked the following questions:
- Describe the data sources used
- Findings (Here's what?)
- Possible Reason for finding (So What?)
- Need Based on Finding (Now what?)

This process allowed for in-depth conversation regarding conditions and obstacles to learning that are at each of the schools as well as for possible remedies that would support the students and their learning. The data that was used was graduation rates, chronic absentee rates, credit attainment and suspension and expulsion rates along with a study of offenses. Information was shared as to the ethnicities, socioeconomic data, rates of English Learners and special education status. Finally, academic data was studied using formative and summative assessments, CAASPP data in ELA and Math, as well as grades.

At Orange Grove Alternative High School, the root cause analysis process determined that students entering Orange Grove Alternative High School brought with them the dual situation of behavioral issues and long-term academic deficits. Suspension and expulsion causes are predominately from drug and alcohol related violations. Using an empathetic interview process, it was gleaned that the students have engaged in long-term struggles in their lives. Multiple and complex childhood trauma is a common theme and the behaviors/academic performance of OG students align with symptomology of trauma coupled with a lack of protective factors in their home lives. Based on the root cause analysis process, research-based recommendations from the stakeholder group that have been input into the plan include:

- Staff training on social emotional learning strategies to build a community based on safety
- Provide personal counseling (consultant agreement)
- Provide additional academic support for students through the implementation of intervention specialists and
- Implement AVID strategies in academic classes and provide AVID classes.

Corona-Norco Alternative is an independent study program that supports students who are behind in credits for graduation. Students who attend this program have had academic difficulties along with a non-connection to their home schools for various reasons. Students enter this program after very limited success and time away from schooling due to trauma, pregnancy or difficult life experiences. Based on needs that arose as a result of the pandemic, commencing in the 2021-22 school year, Corona-Norco Alternative has been redesigned to include students from Kindergarten through grade 12. These students will engage in their learning through a virtual platform. Based on the root cause analysis process, research-based recommendations from the stakeholder group have been made part of the plan and include:

- An additional counselor and another staff member (contracted services) will be hired to augment Social Emotional Learning supports, school connectedness, completion of FAFSA and academic supports
- Additional professional learning opportunities will be provided to support research-based strategies that will aid students in their academic achievement
- Additional tutoring support to be provided during after school hours and on Saturdays.
* Supplemental learning materials to support students in meeting the standards

As part of the analysis process at each school resource needs were identified. Resources have been identified as staff, instructional materials, and funding. Support for both schools, Orange Grove Alternative High School and Corona-Norco Alternative, will be provided with ongoing LCAP Supplemental funding, Title I funding and other state and federal funding.
Inequities that were identified by Orange Grove Alternative High School were: lack of hope, the need for academic remediation and foundational academic skills, an understanding of the work and college environments and lack of basic necessities.
As part of the school CSI plan included are:

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

The inequities identified by the Corona-Norco Alternative are the need for students to be more connected to school, the need for students to

have access to information about post high school opportunities such as college and technical schools, and the need to close gaps in achievement for students. As part of Corona-Norco Alternative's CSI plan there are the following actions:

- An additional counselor (contracted services) to support student engagement in school as well as supporting SEL for the students
- The addition of a classified staff member to support students in the completion of the FAFSA as well as providing information regarding CTE certifications and opportunities
- Supporting students through additional tutoring hours to close academic gaps
- Supporting parents to be active learning coaches in their child's education

Monitoring and Evaluating Effectiveness

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

Collaboration is a hallmark of the work done in CNUSD. As the district and schools move more deeply into the CSI plans, discussions will be held between LEA staff and school staff regarding formative and summative data to gauge student progress. These conversations will include deep looks into the actions in the CSI plan to determine if the activities are meeting the need and if any other supports need to be initiated or if the planned actions need to be ceased. Continued staff development will be provided in order to build capacity to reach to the root causes of problems of practice at each school. District and school staff will meet with the school community through the representation at School Site Council to discuss the process of continuous improvement at each school.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder input and engagement is paramount to the creation of CNUSD's LCAP. This year, due to the pandemic, all stakeholder engagement was conducted via Zoom. While the pandemic provided challenges it also provided us opportunities to engage with our community members in new ways to determine what they perceived to be the highest needs moving forward for the upcoming school year and beyond.

A forty-eight (48) member LCAP Advisory Committee met multiple times between February and April to identify needs and monitor programs. These meetings allowed the committee to delve deeply into current programs and possible programs and provide input in the form of recommendations for the revision of the LCAP.   This group included representatives from community members and parents (representing foster youth, English learners, low-income students, students with disabilities, and gifted students) Corona Norco Teachers Association (CNTA) leadership and teacher representatives; California School Employees Association (CSEA) leadership and classified representatives; and site and district office administrators representing all district divisions. Each group numbered 12 members. The first meetings were held with the individual stakeholder groups to facilitate orientation to the LCAP and to allow for questions in the smaller groups.   Meetings with the individual groups took place on: February 10 & 11 (Management, CSEA, CNTA, Parents).   The full committee met together on the following dates: 2/19/21, 3/5/21, 3/17/21, 4/6/21, 5/27/21.   During the first meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each stakeholder group as well as the themes that emerged. Additionally, Business provided a fiscal presentation regarding LCFF and LCAP. During the subsequent meetings, district staff members brought information about the implementation of the following LCAP initiatives: Technology, AVID, Career Technical Education (CTE), Professional Learning, Family Engagement, Communications, and MTSS (academic and SEL supports). These presentations included quantitative and qualitative data as well as program information. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion, digitally charting for larger group share outs. This information was transposed and given to the LCAP Advisory Members as a record of the meeting and for future use in setting priorities and recommendations for the upcoming LCAP. Feedback was gathered from the committee about implementation and areas of focus for the future principally directed toward the unduplicated count students in CNUSD.

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 Learning Plan Area (SELPA). 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 (8/25/20, 11/17/20, 1/26/21, 3/17/21, 5/19/21) with the final meeting dedicated to discussion of the LCAP and the gathering of their important input to support the development of the LCAP. The CNUSD DELAC meets monthly to discuss significant issues for English Learners and to provide input for the revision of the LCAP. Each year one meeting 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 provides an understanding of the needs of our students on IEPs and recommendations on what resources are needed to meet that need. This consultation takes to form of discussions with SELPA personnel as well as a specific meeting

with the Special Education Community Advisory Committee (CAC). The CAC is comprised of parents of students with disabilities and community members.

Additional feedback on needs was obtained in January 2021 through a Program Evaluation of CNUSD's remote and virtual learning platforms . This evaluation engaged stakeholders in questions around several indicators to hear the successes and the challenges of the various platforms. The results were intended to provide the district an opportunity to make needed adjustments as well as guide future instructional planning. In order to accurately reflect all of our stakeholders, we held multiple meetings using the same indicators across for every group to gain insight into their perspectives of the strengths and challenges of both the remote and virtual learning models. We met with a variety of stakeholders including all site principals, 7-12th grade virtual administrators/APs, teachers, parents, and students. Principals shared the information with teachers to gain their insight and feedback. Parents gave feedback through the Superintendent's Advisory Council. Principals also referred students from each site in grades 4 through 12 and invited them to a feedback session facilitated by district administrators. Insight gained from this process allowed us to hear how much students and teachers had grown in their technology skills and their desire to maintain this type of learning experience. Academic support for students who may have unfinished learning as a result of the pandemic was evident and the need for continued social-emotional support to address mental health needs and reengagement for students was clear.

Further feedback was provided through a community survey that was provided to every family within CNUSD. This survey asked families to rank priorities as well as provide additional feedback and comments through free response options. Targeted student feedback was also gathered through virtual meetings held with intermediate and high school students that were selected to represent the diverse makeup of their sites.

A summary of the feedback provided by specific stakeholder groups.

As can be seen, input for the development of the LCAP was gathered from a diverse group of community and stakeholders. Analysis of this feedback has provided insight into the needs of the CNUSD community. This analysis included identification of trends in the data and was used to build the LCAP 2021-2023 LCAP. Below is a reflection of the input and recommendations that were provided the CNUSD community.

Student recommendations were thoughtfully provided and included:
- Social and emotional learning support
- Program to guide students into college
- Tutoring
- Programs in Math and Science
- Wifi and internet connection

The responses from the DELAC included:
- Ensure students have the needed devices
- Support families with opportunities in the area of technology usage
- Counselor Engagement and Social Emotional Learning.
- Continue to provide professional development to teachers, especially in strategies to support English Learners.

- Continue with intervention support for students that may be behind
- Making sure to provide the support necessary to parents so that they can be fully engaged in their child's education
- Improve parent communication

Consultation with the CNUSD SELPA reveal the following recommendations:
- Additional tutoring and intervention support so that students meet the grade level standards
- Specific supplemental materials to support students to academic success

Feedback from the Superintendent's Parent Advisory (SPAC) included:
- CTE offerings are tremendous and valued by the community.
- The focus on VAPA is appreciated
- Maintain 1:1 devices for all students
- Continue to Increase technology infrastructure
- After school on-campus tutoring is needed
- Additional Counselors to address impacts from the pandemic should be considered
- Translation services in multiple language, additional to Spanish is needed
- Supplemental School nurses to support safety should be added to the LCAP
- Further Parenting classes
- Lower class sizes

The top recommendations made by the LCAP Advisory Committee considered while revising the LCAP for 2021 - 2024 are:
- Reduction in class size
- Professional Learning for teachers and classified staff focused on best practices for standards based instructional strategies using technology and effective approaches to support students who may present with gaps in their learning
- Focus on social justice and diversity
- Resources for systemic formative assessments K-12 to inform instruction
- Digital curricular resources to assist in effective instruction
- Interventions in reading and math
- Summer school options for K-12 students focused on closing learning gaps
- After school programs to help close learning gaps and provide enrichment for students
- Provision of a refresh cycle to continue access for students on a 1:1 device platform
- Maintenance of devices and infrastructure and support for students, staff and parents with implementation of technology
- Additional Nurses to provide an extra level of safety for students and staff
- Counselors
- Maintain strong communication with community

During the same time period as the development of the CNUSD LCAP, a large group was engaged in creating a district Strategic Plan which provided focus for the creation of the LCAP. Feedback was also garnered through the CNUSD Strategic Plan development that includes specific goals and was developed through extensive stakeholder engagement. These goals used to inform the LCAP creation process

include:

* Academic Excellence
 Closing the Opportunity Gap, Providing a Consistent Student Experience, Flexible Learning Options,
 Technology, Family Engagement

* Student Well-Being
 Student Mental Health, Safety
* Equity
 Employee Training, Systems and Procedures, Employee Representation, School Curriculum, Digital
 Divide

* Effective Governance
 Leadership Collaboration, Employee Engagement, Financial Stability, Student Enrollment,
 Community Engagement, Physical Infrastructure, Technology Infrastructure

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 stakeholders. Upon analysis of the detailed input from the committees/groups mentioned above, particular themes emerged. These are:

* Student Outcomes/Curriculum
        Flexible learning opportunities for students, Digital supports for students, Reduced Class Size, Social justice and diversity focus, Professional Learning focused on effective instruction to meet student needs

* Academic Interventions
 Tutoring/small group support, K-12 Summer School, on demand tutoring, After School programs, MTSS supports for Tier I & II

* Technology
 Access and equity to devices for all, Technology support, additional devices and reliable Infrastructure

* Support Services
 Extra services from Nurses, Safe classrooms and sanitation, Para-educators to support student learning, supplemental resources for Homeless Youth, expanded translation services

* Parental Involvement
 Expanded community partnerships, additional Parent Trainings/engagement opportunities to support student achievement, Continued parent/teacher communication

* Mental Health/SEL

Supplemental Counselor services, additional STEPs aides, MTSS supports for Tier I & Tier II
* Communication
Transparency with community through ongoing communication campaigns and messaging.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on data analysis and recommendations from constituents new actions were considered. A review of existing the actions within the LCAP was conducted resulting in the elimination of some actions, and a reduction in others to allow for the funding of new actions and services identified as needs by our stakeholders. As a result of the pandemic CNUSD was able to become a 1:1 district. This was mentioned by every group as a positive result of the pandemic and the innovation and growth we have seen in our students and teachers is something that we want to ensure continues. To that end, a computer refresh plan has been added to the LCAP that will allow for a five-year replacement cycle for all devices. Additionally, as a result of Stakeholder feedback, CNUSD will be adding 2 school nurses. In an effort to increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations CNUSD will implement a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need through coaching and site supports. Additional STEP's aides will also be added to ensure that every elementary site has a STEPs program.

Interventions and tutoring to support struggling students was mentioned in almost all of the groups above along with supplemental programs to provide additional resources to close any learning gaps experienced by students. CNUSD school sites have been allocated funding to support these needs at the site level. Along with that, the district has provided supplemental materials such as iReady (K-8), Educational Software for Guiding Instruction (ESGI) to support early literacy, Read 180 (7-12) and various digital programs to support struggling students.

In the LCAP are included additional teachers to reduce class sizes and professional learning opportunities for teachers and classified personnel to support the effective instructional strategies in the classroom by way of first best instruction and appropriate data informed teaching techniques to close learning gaps that students may experience. Additional opportunities for parent engagement will be directed through the CNUSD Parent Center.

Transparency with community through ongoing communication campaigns and messaging is imperative. Efforts will continue with the regular dissemination of district newsletters to both staff and community and will be expanded to include needed information as the needs arise.

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 newly created Strategic Plan we have outlined a need to close the identified opportunity gap by providing additional supports to students who are not yet meeting academic standards or have experienced learning loss. We believe that each student should have a consistent learning experience with a baseline of services for each student. Additionally, there is a need to provide a variety of learning options to best meet the individual needs of our students and families. Ensuring that the district has systems and processes that are aligned with the districts value of inclusion and research-based best practices to increase equitable outcomes for students and staff are critical. Employee training at all levels is needed to ensure that this is implemented systemwide. The data that we use to determine specific needs birthed out of both local assessments, grades and empathy interviews throughout the year.

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 - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %				* Overall - 64.48 % * Hispanic - 58.85 % * English Learners - 22.77 % * Low Income - 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
Percentage of students in grades 3 - 8 and 11 achieving standard met and exceeded for SBAC Math State Priority 4	CAASPP Data - Fall 2019 * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 %				* Overall - 49.8 % * Hispanic - 42.33 % * English Learners - 20.02 % * Low Income - 39.38 % * Foster Youth - 26.30 % * African American - 41.84 % * Special Education - 20.83 % * RFEP - 52.53 %
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 - Q SIS * Overall - 58.75 % * Hispanic - 50.57 % * English Learners - 18.12 % * Low Income - 49.43 % * Foster Youth - 29.63 % * African American - 58.67 %				* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * Low Income - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Special Education - 9.54 % * RFEP - 60.09 %				* RFEP - 63.09 %
Participation in AP Tests State Priority 4	2019 - 2020 Collegeboard and Q SIS * Overall - 71.36 % * Hispanic - 66.51 % * English Learners - 51.64 % * RFEP - 72.46 % * Low Income - 67.79 % * Foster Youth - 50.00 % * African American - 56.57 %				* Overall - 74.36 % * Hispanic - 72.51 % * English Learners - 57.64 % * RFEP - 78.46 % * Low Income - 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 Collegeboard and Q SIS * Overall - 61.07 % * Hispanic - 54.99 % * RFEP - 60.48 % * Low Income - 53.51 % * Foster Youth - 60.00 % * African American - 51.75 %				* Overall - 64.07 % * Hispanic - 60.99 % * RFEP - 66.48 % * Low Income - 59.51 % * Foster Youth - 66.00 % * African American - 57.75 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA. State Priority 4	CAASPP Data - Fall 2019 * Overall - 66.67 % * Hispanic - 59.79 % * English Learners - 14.97 % * Low Income - 57.38 % * African American - 59.62 % * RFEP - 70.37 %				* Overall - 69.67 % * Hispanic - 65.79 % * English Learners - 20.97 % * Low Income - 63.38 % * African American - 65.62 % * RFEP - 73.37 %
Percentage of students achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in Math. State Priority 4	CAASPP Data - Fall 2019 * Overall - 39.93 % * Hispanic - 30.56 % * English Learners - 8.36 % * Low Income - 28.73 % * African American - 31.18 % * RFEP - 38.42 %				* Overall - 42.93 % * Hispanic - 36.56 % * English Learners - 14.36 % * Low Income - 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%				* Overall - 98.6% * Hispanic - 98.1% * English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Low Income - 94.4% * Homeless - 87.9% * Foster Youth - 82.4% * African American - 98.3% * Special Education - 93.8%				* Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
EL Reclassification Rate State Priority 4	2020- 2021 DataQuest 12.6%				15%
Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC State Priority 4	California School Dashboard - Fall 2019 50.00 %				56.00%
Local Indicators: * Appropriate teacher assignment State Priority 1	2020 - 2021 Williams Act Reports Appropriate teacher assignment 100%				Appropriate teacher assignment 100%
Local Indicators: * Student access to core materials State Priority 1	2020 - 2021 Williams Act Reports				Student access to core materials 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%				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%
Local Indicators: EL Access to and implementation of CCSS and ELD Standards State Priority 2	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Staffing	a. Highly trained teachers will provide rigorous instruction and support services daily Funding through: LCFF $278,264,645 b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. Funding through: LCFF $31,250,976 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 $79,233,170	$388,748,791.00	No
2	Access to standards aligned instructional materials and facilities that are maintained in good repair	a) All students will have sufficient textbooks and instructional materials. Funding through: LCFF $2,590,679 b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair Funding through: LCFF $26,682,818 Funding through: LCFF Supplemental $463,996	$29,737,493.00	No
3	High quality professional learning will be made available to all certificated staff	Provide all teachers with Professional learning on research-based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional learning can include capacity building, leadership training and site based professional learning. Walk through protocols will be employed to support and improve instruction for ELs, FY and LI students. Data will be used to identify future areas of need professional learning. Funding through: LCFF Supplemental	$1,600,000.00	Yes
4	High quality professional learning	Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	will be made available to all classified staff	Funding through: LCFF Supplemental		
5	High quality professional learning will be made available to all special education staff staff	Teachers will be provided professional development to support the specialized instruction for Students with Disabilities Funding through: LCFF	$75,663.00	No
6	Instructional Support and Coaching	Continue to support the educational process for At-Risk EL students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons and coach. Professional development specifically on language acquisition across content areas will be provided to teachers to meet the needs of the EL students. Funding through: LCFF Supplemental $253,471 & TIII $421,969	$675,440.00	Yes
7	Intervention Support and Instructional Coaching	The educational process for At-Risk students will be supported at the school site with additional personnel (TSAs) to deliver professional development, model lessons and provide direct intervention support to students not yet meeting standards. Funding through: LCFF Supplemental $2,395,168 & TI/TII $953,055	$3,348,223.00	Yes
8	Data Analysis	Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. Funding through: LCFF Supplemental	$254,689.00	Yes
9	Educational Technology hardware and software will be	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	$907,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
	provided to all sites and supported through professional development and staff:	devices that are no more than 5 years old. Additional IT technicians will be provided to assist with educational technology support. Funding through: LCFF Supplemental		
10	Site Technology Support	With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites. Funding through: LCFF Supplemental	$30,000.00	Yes
11	Access to instructional software and support	Incorporate the use of computer software into the classroom (i.e. Nearpod, ESGI, Discovery Media, VMWare). 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. Funding through: LCFF Supplemental	$1,337,136.00	Yes
12	Learning Management System	As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. Funding through: LCFF Supplemental	$186,000.00	Yes
13	Access to technology	Support the implementation of 1:1 student devices by maintain the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students that do not have adequate internet access in their home. Funding through: LCFF Supplemental	$2,600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. The Genius Squad will be trained and deployed to support this. Funding through: LCFF Supplemental	$168,000.00	Yes
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	$698,538.00	Yes
16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. Funding through: LCFF Supplemental $1,206,214 & ASES State Funds of $2,301,663	$3,507,877.00	Yes
17	Science, Math and NGSS	a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS. Funding through: LCFF Supplemental b) The purchase of supplemental science materials will continue for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students. Funding through: LCFF Supplemental	$299,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	Community Engagement - Communications	Provide a strategic communications plan to increase community engagement and two-way communication between the district, administration, staff, students, parents and the community with a focus on disadvantaged (unduplicated) and underserved students and their families. Funding through: LCFF $100,993 & LCFF Supplemental $350,000	$450,993.00	Yes
19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	Nine VAPA teachers will provide high quality, standards-aligned lessons in visual arts, performing arts and music for all 4-6th grade students. Funding through: LCFF Supplemental	$1,092,273.00	Yes
20	Provide Additional Support to Foster Youth TK-12	a. Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet five times a year to receive safety information, gain information and access to tutoring, and visit colleges. b. Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. Funding through TIV	$20,000.00	No
21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	Provide additional allocations to all school sites to support the learning and well-being of unduplicated students based on academic, social-emotional and behavioral data. Sites will detail their plans of support within their annual School Plans for Student Achievement. Funding through: LCFF Supplemental	$2,400,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	Provide additional support for English Learners, Socioeconomically Disadvantaged, and Foster Youth students with the reduction of class sizes. Funding through: LCFF Supplemental	$1,242,363.00	Yes
23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. Funding through: LCAP Supplemental	$5,426,087.00	Yes
24	Additional staffing at the High School level to support unduplicated students	Provide additional support for English Learners, Socioeconomically Disadvantaged, and Foster Youth students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, and Foster Youth. Funding through: LCFF Supplemental	$1,791,213.00	Yes
25	Dual Immersion teachers	Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students. Funding through: LCFF Supplemental	$484,392.00	Yes
26	Assessment and intervention Supports	Materials and online software will be provided that include online diagnostics and adaptive lessons in the areas of Math and ELA to	$856,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
	will be Provided in ELA and Math	support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards. Funding through: LCFF Supplemental		
27	Intervention Support in Mathematics	Math materials such as Math180 will be purchased to support intervention at Intermediate schools Funding through: LCFF Supplemental	$50,000.00	Yes
28	Intervention Support in Literacy	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	$350,000.00	Yes
29	Supplemental Materials to Support At-Risk or Unduplicated Materials	Supplemental Materials will be provided to support the academic achievement of Unduplicated Students Funding through: LCFF Supplemental	$200,000.00	Yes
30	AVID and personnel supports will be provided TK-12:	Additional personnel will support the improvement of the academic programs focused on at-risk populations. Funding through: LCFF Supplemental	$72,593.00	Yes
31	AVID Program K-12	Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students. Funding through: LCFF Supplemental	$2,036,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
32	Additional 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	$158,046.00	Yes
33	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	Support Personnel for English Learner students, Low Income and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. Funding through: LCFF Supplemental	$554,818.00	Yes
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	$1,523,723.00	No
35	Additional Support for Students with Disabilities	Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need. Funding through: LCFF	$26,710,209.00	No
36	Primary Language Support	Instructional Assistants will be provided to support language acquisition for students needing additional support, including primary language support. Funding through: LCFF Supplemental	$1,865,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
37	Additional Support for At-Risk Students	Additional Support for At-Risk Students to include supplemental resources Funding through: LCFF Supplemental	$155,123.00	Yes
38	Unduplicated students will be provided additional support to graduate high school	Provide additional opportunities for students to graduate high school through Credit Recovery. Funding through: LCFF Supplemental	$201,847.00	Yes
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	$147,000.00	Yes

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 -43.3 % * Foster Youth - 24.4 % * African American - 47.1 % * Special Education - 13.0 %				* Overall - 56.1% * Hispanic - 50.5% * English Learners - 20.2% * Low Income - 49.3% * Foster Youth - 30.4 % * African American - 53.1% * Special Education - 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. (i.e. Completed A-G). State Priority 4	2019 - 2020 DataQuest * 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 %				* Overall - 61.75 % * Hispanic - 56.57 % * English Learners - 24.12 % * Low Income - 55.43 % * Foster Youth - 35.63 % * African American - 64.67 % * Special Education - 15.54 % * RFEP - 63.09 %
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.)	Ca School Dashboard - 2020 Overall - 14.74% SED (Low Income) - 13.49% English Learner - 13.24% Special Ed - 25.00% Hispanic – 13.98% African American - 9.28% Homeless – 4.40% Foster Youth – 22.22%				Overall - 17.74% SED (Low Income) - 19.49% English Learner - 19.24% Special Ed - 28.00% Hispanic – 19.98% African American - 15.28% Homeless – 10.40% Foster Youth – 25.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4					
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. State Priority 4	2020-2021 Q (SIS) Total number of eligible students = 4262 * Overall - (433) 10.16 % * Hispanic - (180) 8.06 % * English Learners - (5) 1.55 % * Low Income - (120) 6.98 % * Foster Youth - (1) 6.25 % * African American - (25) 8.20 % * Special Education - (5) 1.05 % * RFEP - (91) 9.08 %				* Overall - 10.91% * Hispanic - 9.56 % * English Learners - 3.05 % * Low Income - 8.48 % * Foster Youth - 7.75 % * African American - 9.70 % * Special Education - 2.55% * RFEP - 10.58%
Participation in Career Technical Education Courses, grades 9-12 (Course Codes 7000 & 8000)	2019-2020 Q Class Enrollment Analysis Overall - 7,840* Dual Immersion - N/A Hispanic - 4,486 African American - 525 Low Income - 3,096 Foster Youth - 57				Overall - 8075* Dual Immersion - 10 Hispanic - 4621 African American - 541 Low Income - 3189 Foster Youth - 59 SPED - 1206

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED - 1,171 EL - 695 RFEP - 1,736 Male - 5,297 Female - 3,093 *This metric is reported in student numbers.				EL - 716 RFEP - 1,788 Male - 5,456 Female - 3,186 *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 from PowerBI Overall - 774 Dual Immersion - 6 SED (Low Income) - 255 English Learner - 23 RFEP -153 Special Ed - 46 Hispanic - 302 African American - 42 Homeless - 0 Foster Youth - 0 Female - 375 Male - 399				Overall - 805 Dual Immersion - 7 SED (Low Income) - 265 English Learner - 24 RFEP - 160 Special Ed - 48 Hispanic - 314 African American - 44 Homeless - 2 Foster Youth - 2 Female - 390 Male - 415
Increase High School Graduation Rate (Four-year Adjusted Cohort Rate)	2019 - 2020 DataQuest * Overall -95.6%				* Overall - 98.6% * Hispanic - 98.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority Area 5	* 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%				* English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
AP, IB OR College Course Success Rate	AP, IB* OR College Course Success Rate - (Q - SIS / PowerBI Report) Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the				Overall - 96.71% Hispanic - 100.0% EL - 89.51% Low Income - 100.00% Foster Youth - 86.33% African American - 96.48% RFEP - 96.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data reported does not include IB scores.				
AP, IB OR College Course Participation	AP, IB OR College Course Participation (Q - SIS / PowerBI Report) Overall- 27.47% Hispanic- 21.0% EL - 7.65% Low Income- 20.87% Foster Youth - 5.83% African American - 23.73% RFEP- 30.57%				Overall- 30.47 % Hispanic- 27.0 % EL - 13.65 % Low Income- 29.87 % Foster Youth - 11.83 % African American - 29.73 % RFEP - 33.57 %

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Data Development and Tracking	CNUSD will refine the CTE data collection tools (Q, PowerBI, Qualtrics) to obtain additional, cleaner data. Data will be aggregated for the district and disaggregated for the comprehensive high schools and the individual high school student. Funding through: LCFF Supplemental $15,000 & CTEIG and K12SWP $150,000	$165,000.00	Yes
2	CTE Professional Development	Participation in industry visits and conferences, PBL, WBL, externships, ACTE, and content-specific professional educational organizations. Funding through: CTEIG and K12SWP	$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	CTE Pathway Development, Expansion and Maintenance	For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. Funding through: LCFF Supplemental $30,000 & CTEIG and K12SWP $2,250,000	$2,280,000.00	Yes
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 $25,000 & CTEIG and K12SWP $250,000	$275,000.00	Yes
5	CTE Business and Industry Involvement	The following business and industry meetings will be held throughout the year: six industry sector advisory committees; two CTE/STEM Academy advisory committees; one districtwide industry advisory committee; and four IEDRC quarterly and industry sector advisory committees. Funding through: CTEIG and K12SWP	$135,000.00	No
6	CTE Student Post-Secondary Attainment	Increase articulation agreements with the local community colleges. Increase the number if CTE courses that are accepted as entrance requirements (a-g) by the UC system.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental		
7	CTE High Quality Staff	Staff to monitor and oversee District CTE Programs. Additional Teachers hired to support implementation of CTE classes and pathways. Funding through: LCFF Supplemental $1,587,802 & CTEIG and K12SWP $425,000	$2,012,802.00	Yes
8	AP/IB Supports for At-risk and Unduplicated Students	With the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials and summer preparation classes. Funding through: LCFF Supplemental	$400,000.00	Yes
9	Provide additional programs for school connectedness and student well being for unduplicated students	The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies Funding through: LCFF Supplemental	$40,000.00	Yes
10	Dual Enrollment	Support Dual Enrollment with Norco College Funding through: LCFF Supplemental	$40,000.00	Yes
11	Career Counseling	Usage of CaliforniaColleges.edu Funding through: LCFF Supplemental	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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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 %				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 - 4.2% * Homeless - 10.3% * Foster Youth - 15.7%				* Overall - 1.2% * Hispanic - 2.4% * English Learner - 5.4% * Low Income - 2.7% * Homeless - 4.3 * Foster Youth - 9.7% * African American - 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* African American - 1.0% * Special Education - 5.5%				* Special Education - 4.0%
Maintain or Decrease the Pupil Suspension Rates Priority Area 6	2019 - 2020 CALPADS/ Q (SIS) * Overall - 2.62% * Hispanic - 2.8% * English Learner - 3.24% * Low Income - 3.33% * Homeless - 4.35% * Foster Youth - 13.28% * African American - 5.25% * Special Education - 4.73% *Due to the Pandemic, the Suspension Rate is through March 13, 2020.				* Overall - 1.87% * Hispanic - 2.05% * English Learner - 2.49% * Low Income - 2.58% * Homeless - 3.6% * Foster Youth - 10.28% * African American - 4.5% * Special Education - 3.98%
Maintain or Decrease the Pupil Expulsion Rates Priority Area 6	2019 - 2020* Data Quest 0.10%				0.10%
Increase High School Graduation Rate	2019 - 2020 DataQuest				* Overall - 98.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Four-year Adjusted Cohort Rate) Priority Area 5	* 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%				* Hispanic - 98.1% * English Learner - 94.7% * Low Income - 97.4% * Homeless - 93.9% * Foster Youth - 88.4% * African American - Maintain or increase * Special Education - 96.8%
Maintain or Decrease the Chronic Absenteeism rate for students in grades K - 8 Priority Area 5	2019 - 2020* CALPADS/ Q (SIS) * Overall - 5.51% * Hispanic - 6.41% * English Learner - 5.75% * Low Income - 7.75% * Homeless - 27.32% * Foster Youth - 14.11% * African American - 6.94% * Special Education - 7.80% *Due to the Pandemic, the Chronic Absenteeism Rate is				* Overall - 2.51% * Hispanic - 3.41% * English Learner - 2.75% * Low Income - 4.75% * Homeless - 21.32% * Foster Youth - 8.11% * African American - 3.94% * 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%				* Overall - 97.27%
Increase the percentage of students responding favorably to the Local SEL 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%				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 %
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				20,486
Parent Satisfaction Climate Survey	2019 - 2020 88%				94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School is an inviting place to learn					
Parent Satisfaction Climate Survey School encourages students of all races to enroll in challenging courses	2019 - 2020 69%				75%
Parent Satisfaction Climate Survey School welcomes parent input and contribution	2019 - 2020 67%				73%
Teacher Satisfaction Survey Welcoming environment at the school site	2019 - 2020 94%				97%
Teacher Satisfaction Survey Safe school and classroom environment	2019 - 2020 95%				98%
Teacher Satisfaction Survey Developing a school site anti-bullying plan that addresses bullying at all levels	2019 - 2020 92%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	SART and SARB	Re-engage students to support their academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by using a Tiered SART system with a Tier 3 SARB Process. Funding through: LCFF Supplemental	$10,000.00	Yes
2	Social Emotional Learning & Character Education	Increase student engagement, equity, academic readiness, social/emotional wellness- reduce disprotionality, and promote healthy behavioral expectations by implementing and supporting a systematic Tier 1 TK-12 Social Emotional Learning and Character Education Programs with behavior expectations, and positive behavior intervention, as a common assurances in each school. Funding through: LCFF Supplemental	$50,000.00	Yes
3	Tier 1 Experiences for Students	Promote student wellness, social/emotional wellness, and promote healthy behavioral expectations by providing Tier 1 Experiences at different levels of the CNUSD school system. These opportunities include but not limited to World Kindness Youth Conference in elementary school, Teen Talk and WEB Orientation in Intermediate School, and Link Crew in High school. Funding through: LCFF Supplemental	$40,000.00	Yes
4	Universal Screeners	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations by utilizing social emotional and equity and inclusion universal screeners. Funding through: LCFF Supplemental		
5	Multi-Tiered System of Supports	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by implementing, coaching, supporting, and oversite of a Multi-Tiered System of Supports that provides common assurances and systems to identify students and support students in need. CNUSD will transition from consultant support to internal coaching including a Coordinator, Certificated Staff on Assignment (MTSS Coaches), and classified staff support. Funding through: LCFF Supplemental	$650,000.00	Yes
6	Academic Saturday School	Increase academic achievement and access by providing Academic Saturday School intervention Funding through: LCFF Supplemental	$300,000.00	Yes
7	Intervention Counselors	Increase student engagement, equity, academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by providing Tier 3 Intervention Counselors and intervention counselor services to the neediest students at our high schools. Funding through: LCFF Supplemental	$759,493.00	Yes
8	Restorative Practice Trainings	Increase student engagement, equity, academic readiness, social/emotional wellness- reduce disproportionality, and promote healthy behavioral expectations by providing universal and mandatory Restoratative Practices in all schools.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
9	Re-Imagine ACP	Increase student engagement, equity, academic readiness, social/emotional wellness, promote healthy behavioral expectations, and reduce disproportionality by providing by imagining Alternative Classroom Placement in secondary schools to provide well-trained classified staff implementing Tier 2 pro-social intervention groups, restorative interventions, and reinforce behavioral expectations for our students with identified needs.	$0.00	No
10	Comprehensive Safety Plans	Increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by developing and implement a Comprehensive School Safety Plan at each school site to ensure consistent protocols, districtwide.	$0.00	No
11	Intervention Groups	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by expanding coordinated social emotional and behavioral intervention "groups" at all school sites.	$0.00	No
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	$1,189,880.00	No
13	EL Tier 3 Continuation Counselor	A counselor focused on English learners at Orange Grove Alternative 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.	$74,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental		
14	Counseling	Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing comprehensive TK-12, Counseling Funding through: LCFF Supplemental	$2,866,137.00	Yes
15	Foster & Homeless Support	An additional counselor will be assigned to support Foster and Homeless Youth. Funding through: LCFF Supplemental	$148,086.00	Yes
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. Funding through: LCFF Supplemental	$290,000.00	Yes
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 2 new positions Funding through: LCFF Supplemental	$450,000.00	Yes
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	$490,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
19	UNITY	To increase student engagement, equity, inclusion, and social emotional growth through providing secondary students Experiences through the UNITY program, UNITY Camps, Unity Forums, and related student Experiences. Funding Through: LEA MAA	$45,000.00	No
20	Suicide Prevention	Support student mental health and well-being through a yearly Kognito Funding through: LCFF Supplemental	$55,000.00	Yes
21	Hearing and Vision	Provide vision and hearing screening Funding through: LCFF Supplemental	$135,000.00	Yes
22	Increase Family, Community, and School Partnerships	Maintain and staff the CNUSD Parent Engagement Center to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental	$791,117.00	Yes
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 Funding through: LCFF Supplemental	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
24	Community Partnerships	Establish community partnerships that link students and families to mental health and community resources Funding through: LCFF Supplemental	$1,500.00	Yes
25	Community Surveys	Conduct an annual family engagement survey that tracks progress and Identifies needs Funding through: LCFF Supplemental	$1,000.00	Yes
26	Family Engagement Professional learning	Build capacity with site administrators and school staff on building a solid foundation for family engagement and strategies on how to monitor effective family engagement programs at school sites (Professional Learning Funding through: LCFF Supplemental	$40,000.00	Yes
27	Program Evaluation	Monitor system for parent engagement participation Funding through: LCFF Supplemental	$1,000.00	Yes
28	Community Communications	Create a strategic communication plan to insure messaging about the Parent Engagement Center is consistent and resources offered are assessable for all Funding through: LCFF Supplemental	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal will be analyzed as part of the review of progress to inform the development of the 2022-23 LCAP.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.29%	$42,650,739

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Goal 1
After assessing the needs, conditions, and circumstances of our low-income (LI), Foster Youth (FY), and English Learner (EL) students, we have learned that the academic performance of these groups of students is significantly lower than the academic performance rate for all students. In ELA 61.48% of all students met or exceeded standard while the performance level for our LI students was 49.05%, EL 16.77% and FY 31.90% . In Math, the overall performance at standard was 46.8% . LI students performed at 33.38%, EL 14.02% and FY 20.30%. Graduation rates are also lower for unduplicated students. CNUSDs overall graduation rate is 95.6%. LI graduation rate is 94.4, EL 88.7%, FY 82.4% and Homeless 87.9%.

In order to address these conditions, we will provide additional supports to students who are not yet meeting academic standards or have experienced learning loss. Goal 1 provides the following services on an LEA-wide basis to address these needs:
•   High quality professional learning (action 1.3 – 1.5); Induction Support/Coaching (1.15); Instructional support and coaching for EL (1.6).
• Intervention support and coaching (site based) (1.7)
•   Data Analysis and support (1.8, 1.14, 1.26)
• Ed Tech hardware, software, support (1.9 – 1.13)
• Summer School (1.16)
• Science and math support (1.17, 1.27)
• Community engagement/Communications (1.18)
• Literacy Supports (1.28 -29, 1.37)

- VAPA (1.19)
- Additional site support for at-risk students (1.20, 1.21)
- Additional staffing for additional support (CSR) (1.22-1.25)
- AVID (1.30 –31)
- English learner supports – (1.32-33, 1.36)
- Credit Recovery (1.38-39)

We expect that all students will benefit from these supports, however, because of the significantly lower level of performance of the identified student groups, and because the actions meet needs most associated with LI, EL and FY students who are most likely to have experienced the persistent stressors and lack of resources at home to support their learning, we expect that academic achievement our LI, EL, and FY students will increase significantly more than the average rate for all other students.

These actions are continuing from the 2017-20 LCAP and are most effective as they foster and provide ongoing support for good teaching practices and direct support to students who are not yet meeting standards. We have seen a steady gain in the achievement in both ELA and Math for our students in overall distance from standard. Low Income students increased 1.7 pts in ELA and 3.9 pts in mathematics; African American students showed an increase of 5.1 in ELA and 7.5 pts in math. Students with disabilities increased 9.6 pts and 12.6 pts respectively and Homeless students increased 9.3 pts in ELA and 10.7 pts in Math. Supports for our EL students are most effective as demonstrated by the 2020-21 reclassification rate of 12.6% which is one of the highest in the county.

Collaborative professional learning will be designed to provide links between curriculum, assessment in the context of specific content areas. Research shows that mentoring programs can increase teacher retention, satisfaction, and student achievement (Ingersoll and Strong, 2011), as well as reduce feelings of isolation, particularly for early-career teachers (Beltman, Mansfield, and Price, 2011). The AVID program is offered K-12 in CNUSD. 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." 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 to provide timely and targeted communication and updates that are specifically targeted to support at-risk, unduplicated students.

Goal 2
After assessing our needs, conditions, and circumstances of our LI, FY, and EL students, we have identified that on the College and Career Readiness Indicator (53.1% overall) CNUSD's LI, EL and FY students perform lower by 9.8, 38.9% and 28.7% respectively. Additionally, LI, EL and FY are less likely to complete A-G requirements or take Advanced Placement classes.

In order to address this need, we will provide intervention support (2.8), dual enrollment (2.10) and career counseling (2.11). In addition, high quality Career Technical Education programs will be provided to ensure a broad course access to positively impact College and Career preparedness as well as graduation outcomes. (2.1 - 2.7). 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 (2.9).

These actions are being provided on an LEA wide basis and with the expectation that all students will benefit. However, because of the significantly lower rate of unduplicated students, and because the actions meet needs most associated with the experiences of the unduplicated student groups, we expect that the graduation rate and College Career Preparedness for our unduplicated students will increase significantly more than the average rate for all other students.

These actions are continuing from the 2017-20 LCAP and are most effective as evidenced by the increased number of students completing A-G requirements and the higher number of students enrolling in AP and CTE courses. The success rate on AP tests and the number of students completing two-year pathways have both shown very positive growth.

Goal 3
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 is 2.62% and the rates are 3.33%, 3.24%, and 13.28% for LI, EL and FY respectively. Chronic absenteeism for CNUSD is 5.51 overall and is 7.75%, 5.75%, and 14.11% for LI, EL and FY. Lastly, dropout rates are higher for our LI, EL and FY students. Overall dropout rates in CNUSD are 2.7%. LI are 4.2%, EL 8.4% and FY 15.7%

In order to address this condition of our LI, EL and FY students, we will develop and implement a Multi-tiered System of Support (3.5) to address some of the major causes, including the development of Tier I, II and III supports across the entire organization. Goal 3 actions and services include the SART and SARB process (3.1) to re-engage students and interrupt chronic absenteeism. Students with high absenteeism are provided with the opportunity to receive additional time to complete assignments with support through academic Saturday School offerings (3.6); Character education programs (3.2) are in place to increase student engagement, equity, academic readiness, and social/emotional wellness. Experiences for all students to connect to school and promote healthy behavioral expectations are provided on a Tier I level (3.3) Intervention counselors (3.7) as well and social-emotional counselors (3.14) are provided to increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing a comprehensive TK-12, Counseling program. Universal screeners (3.14) for social emotional wellness will be utilized to differentiate the supports provided for our students. Foster youth and at-risk EL students at our alternative high school are provided additional support through a dedicated counselor to meet their needs (3.15 & 3.13). Tier 3 wrap around services (3.16) and suicide prevention training (3.20) are provided to meet the needs of our most at-risk students. School nurses (3.17) promote student wellness, social/emotional wellness, healthy habits, and provide care such as vision and hearing screenings (3.21) for our students who are most unlikely to receive health services outside of the school setting. STEPs aides (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. Additionally, a centralized Parent Center (3.22) is provided to provide both academic and social emotional supports for students and their families. The Parent Center will implement family engagement programs (3.23-3.28) that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics and establish community partnerships that link students and families to mental health and community resources. This support will also build capacity with site administrators and school staff on building a solid foundation for family engagement and strategies on how to monitor effective family engagement programs at school sites.

These LEA wide actions will benefit all students; however, the actions meet needs most associated with the needs and experiences of the LI, EL and FY students and we expect that the impact on attendance, suspension and drop-out rates will be realized at a greater rate than the average rate for all other students.

These actions are continuing from the 2017 -2020 LCAP. CNUSD continues to refine systems and supports and has demonstrated that they are most effective as seen in the decrease in suspension rates and increase in graduation rates of our unduplicated students. Through our efforts CNUSD has been named a Model SARB District for the past 3 years.

The CNUSD LCAP is designed around the tenets of the CNUSD pillars – the Academic Rigor and Relevancy Pillar and the Social Emotional Pillar. Through these two, the approach is to support the whole child and most especially those students who are ELs, FY and LI. Throughout the LCAP are actions which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support, and positive school climate. All systems in the school district will continue to be refined through careful, frequent monitoring.

Resources used for data analysis and research theory include:
• Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009) Professional Learning in the profession: A status report on teacher development in the United States and abroad. Oxford, OH, National Staff Development Council
• Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.
• Fullan, M., & Quinn, J. (2016). Coherence, The right drivers in action for schools, districts and systems. Thousand Oaks, CA: Corwin.
• Fullan, M. (2014). The principal: Three keys to maximizing impact. San Francisco, CA: Jossey Bass.
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• Ong, F., & Aguila, V. (2010). Improving education for English learners: Research-based approaches. Sacramento: California Dept. of Education.
• Works, A. (2014). Attendance in the early grades: Why it matters for reading. Retrieved from
http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf
Goal 1 - Academic Excellence: Ensure all students have opportunities to achieve a high level of academic success.   (1.3-1.5)

High quality professional learning will be made available to all certificated, classified and special education staff
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Development will support teachers by building professional capacity in order to better serve students who are struggling academically and includes teacher support through coaching and data analysis. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies. (Please note that Professional Development for Special Education Teachers is funded through LCFF, not LCAP Supplemental.)

Intervention Support and Instructional Coaching (1.6-1.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative is focused on supporting Early Literacy in grades Kindergarten to third grade through first best instruction, focused intervention and attendance. A significant number of our unduplicated students are struggling readers in primary grades.

Interventions in grades 4-12, such as iReady, Math Bridge program and Read 180, provide additional opportunities to master grade level standards. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: (1.9-1.13)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that expand resources to better serve students who are struggling academically. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Induction (1.15)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Induction coaches will support teachers through mentoring to better serve students who are struggling academically. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Summer School (1.16)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Additional opportunities will be provided to students who are credit deficient and may have difficulty graduating. As CNUSD data demonstrates, there is a gap between non-unduplicated count students and unduplicated count students when considering graduation rates. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and graduating high school.

Science Support (1.17)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Inquiry based activities and supplies will be provided to the elementary schools designed to be differentiated and provide experiences in Science to support closing the opportunity gap. A science coordinator will support the schools in the implementation of NGSS with additional support for those schools who have high numbers of unduplicated students. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and who need additional support in the Science content area.

Communication Support (1.18)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased communication supports the families of unduplicated students and the achievement levels of these students. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement through clarity in communication and community connection support.

Comprehensive Visual and Performing Arts (VAPA) Program for Elementary Schools. (1.19)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Implementing a comprehensive Arts program at elementary schools will support English Learners, Foster Youth and Low-Income students by providing access to the Arts. Research demonstrates a correlation between experiences with the arts and creativity and critical thinking. This will provide the skills that students at these schools will need for successful futures. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement.

Foster Youth Support TK-12 (1.20)
* This action/service is directed towards Foster Youth and is effective in increasing or improving services for these students. Additional tutoring support and emotional support will be provided. Such improvements are the most effective use of funds in supporting Foster Youth towards academic achievement.

At Risk School Allocations (1.21)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Schools will receive funding based on a per pupil count of unduplicated students to support additional opportunities for English Learners, Low Income and Foster Youth. All support for unduplicated students is based in research and is the most effective way of meeting the needs of ELs, Foster Youth and students who are socio-economically disadvantaged. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

Class Size Reduction (1.22-1.25)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes, teachers are more able to differentiate and support struggling students, especially in the area of Literacy. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and continued growth.

Credit Recovery (1.38-1.39)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Multiple opportunities are provided to students who are credit deficient with an eye to ensure their graduation from high school. The students in the unduplicated count have lower percentages of high school completion and these supports provide extra support for students to graduate. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement and to graduate high school.

Dual Immersion Support (1.25)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUSD Dual Immersion program provides support for English Learners in their primary language and builds competency in language. English Learners who avail themselves of this program out score other English Learners in the district. Such

improvements are the most effective use of funds in supporting English Learners towards academic achievement who have scored on CAASPP below expectancies.

Interventions (1.26 - 1.29)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative is focused on supporting Early Literacy in grades Kindergarten to third grade through first best instruction, focused intervention and attendance. A significant number of our unduplicated students are struggling readers in primary grades. Interventions in grades 4-12, such as iReady, Math Bridge program and Read 180, provide additional opportunities to master grade level standards. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies.

AVID support (1.30 - 1.31)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support students who are part of the unduplicated count through academic and social emotional support toward academic success and college acceptance. Such improvements are the most effective use of funds in

Support Personnel for LI students, EL students and Foster Youth (1.32, 1.33, 1.36, 1.37)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. These personnel include instructional aides, translators and support personnel. Supporting effective instruction and focused intervention in the classroom, as well as effective communication with parents will support struggling students to improve academic achievement. Such improvements are the most effective use of funds in supporting unduplicated students towards academic achievement who have scored on CAASPP below expectancies. (Please note that items 2.3.12 d and e, personnel to support Special Education programs are funded through LCFF, not LCAP Supplemental.)

Goal 2 - College and Career Readiness: Give every student the tools they need to succeed in a competitive post-secondary environment.

CTE Professional Development (2.2)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Development will support CTE teachers by building professional capacity in order to better serve students who are struggling academically. Such improvements are the most effective use of funds and have the most impact on unduplicated students who may be underrepresented in high paying professions.

CTE Pathway Development, Expansion and Maintenance (2.3)
* This schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Implementation of high yield, high wage, high growth CTE pathways such as MESA and Project Lead the Way at 2 intermediate schools and one high school with large unduplicated student counts supports unduplicated students towards future success. This program is the most effective use of funds and will provide the skills that unduplicated students at these schools will need for successful futures.

CTE Student Leadership Development (CSTO) (2.4)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will be given opportunities to develop leadership skills to support their growth and academic achievement. This program is the most effective use of funds and will provide the skills that unduplicated students will need for successful futures.

Secondary Academic Rigor Support (2.8 - 2.10)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. There is a gap between the numbers of non-unduplicated students and unduplicated students taking rigorous high school courses. Such programs as Equal Opportunity Schools, Puente, Umoja and Dual Enrollment provide additional opportunities for students to enroll in these classes. Tutoring support is provided to support these students. Such improvements are the most effective use of funds and have the most impact on unduplicated students who have not participated in AP classes nor Dual Enrollment classes. Research tells us that students who engage in these programs are 10% more likely to graduate college.

CTE Student Post-Secondary Attainment (2.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to study the journey of students, principally directed toward unduplicated count students, after they leave the TK-12 system in CNUSD. This information will help to refine CTE programs and are the most effective use of funds designed to serve English Learners, Low Income and Foster Youth.

CTE High Quality Staff (2.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is the most effective use of funds and action is designed to employ staff to monitor and support unduplicated count students and support those students towards success.

Monitoring of At-Risk Groups in CTE programs (2.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is the most effective use of funds and is designed to monitor and support unduplicated count students and support those students towards success.

Career Counseling (2.11)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is designed to support unduplicated students to map out their path through high school and future success. Families will meet with counselors before entering 9th grade to organize their course of study as they move through high school and will monitor students, principally unduplicated students to support them to complete capstone courses and through their high school journey. This information will help to refine CTE programs and are the most effective use of funds supporting a program designed to serve English Learners, Low Income and Foster Youth.

Goal 3

SART and SARB (3.1)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. This program is the most effective use of funds and such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies.

Social Emotional Learning & Character Education (3.2, 3.3))
* This districtwide action/service is principally directed towards unduplicated students. It is effective in increasing 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. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Expulsion and suspension data indicate that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. This program is the most effective use of funds and will support the positive school environment.

MTSS/Positive Behavior Intervention Supports (3.5)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Expulsion and suspension data indicate that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. This program is the most effective use of funds and will foster a positive school environment.

Safety and Violence Counselors (3.7)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and this support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Steps Aides (3.18)
EL Tier 3 Continuation Counselor (3.13)
* This Schoolwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in Orange Grove Alternative High School principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and its support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Counselors (3.14, 3.18)

* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional support so they can better access the instruction throughout the day. This program is the most effective use of funds and this support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion as well as childhood trauma.

Mental Health Support/Tier 3 Wrap Around Services (3.16)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional and mental health support so they can better access the instruction throughout the day. This program is the most effective use of funds and has the most impact on our unduplicated students who have higher incidences of suspension and expulsion.

Family, Community and School Partnerships (3.22)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The CNUSD Parent Center provides services to the parents in CNUSD focused on improving family school partnership and is located in the area of the district with the highest need for support. Families will have access to academic support, interventions, parent training at this location as well as at their school site. EL, FY and LI students will directly benefit from these services with its focus and location. This program is the most effective use of funds and has provided support to over 1600 unduplicated families this year

Suicide Prevention (3.20)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students in our schools principally benefit from these services with social emotional and mental health support so they can better access the instruction throughout the day. This program is the most effective use of funds and has the most impact on our unduplicated students who have higher incidences of anxiety and depression.

Family Engagement Programs (3.23 - 3.28)
* This districtwide action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is principally directed toward the unduplicated count students as it supports parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. This program is the most effective use of funds and provides support based on the survey results from the annual Parent survey.

Nurses & Vision and Hearing (3.17, 3.21)
* This districtwide action/service is principally directed toward unduplicated students and is effective in increasing or improving services for these students. This service is principally directed toward the unduplicated students as it supports the health and wellness of students who are most at risk and may not have access to health services. This action will support the physical wellness of unduplicated students so that they can access learning.

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 Pupils for the LCAP year will be 47%. Funding for LCFF Supplemental in the funding year 2021-22 school year is estimated to be $42,650,739 and our required percentage to increase and Improve services is 9.29%. The 2021 - 2022 LCAP includes10.42% of increased and improved services. This funding supports services and programs for English Learners (EL), Low Income (LI) and Foster Youth students. These include:

- Additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap for ELs, LI students and Foster Youth.
- Prescriptive interventions such as Reader by Nine which supports early literacy and proficiency in reading by the end of third grade have been planned, piloted and implemented and are principally directed at the unduplicated count students in the district. Additionally, iReady has been implemented in CNUSD schools in grades Kinder through 8th grade. Grades K-6 have implemented interventions using this program to strategically provide interventions/enrichment to all students.
- EAP/IB supports continue to target increasing the numbers of underrepresented students who participate in AP classes, particularly those who are ELs, LI and Foster Youth. Extra support is planned for the student new to AP or IB, along with visits to UCR and emotional support. Dual Enrollment has been added to support a college going culture.
- AVID continues to support targeting unduplicated students toward increased academic achievement.
- Additional counselors and support personnel will be used to foster the socio-emotional well-being of the Unduplicated Pupils.
- A Parent Center provides services targeted to families of English Learners, Low Income students and Foster Youth and assists the inclusion of families in the support system and involvement in the students' education.
- Positive Behavior Intervention Supports continues to expand and fosters supporting positive school environments and positive student behavior
- CNUSD's focus on decreasing chronic absenteeism, particularly for our unduplicated count students, is continuing with additional training, and site support

Approximately, $2,400,000 in Supplemental Funding is allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. The Single School Plan development process will be followed at the school site to align the goals and actions in the Local Control Accountability Plan and its focus on unduplicated count students. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus, the most effective use of funding and to principally direct these services toward the unduplicated count students. The actions at the school site will provide supplementary materials and activities to Unduplicated Pupils along with interventions to support closing the achievement gap for these students.

The Corona-Norco Unified School District team engages in data analysis and the review of theory related to best practices with an eye to systematize services at the 51 schools in the district. On a weekly basis, the LCAP programs and processes are discussed in Cabinet thereby monitoring and measuring the initiatives, making corrections along the way. During the Board Study Sessions, presentations using data and research theory are made to inform the community of progress. During ongoing meetings such as Principal Meetings, Leadership Meetings and Assistant Principal Meetings the discussions about the LCAP focus areas and initiatives are discussed from a site perspective.

These discussions inform the practice as well as allow for improvement in implementation. Services for unduplicated students will be increased and improved upon through systematic implementation of services, ongoing evaluation and data monitoring.

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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:

    o 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* 52064(b)(4-6)).

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

    o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$489,233,617.00	$5,611,663.00	$45,000.00	$1,395,024.00	$496,285,304.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$474,097,852.00	$22,187,452.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High Quality Staffing	$388,748,791.00				$388,748,791.00
1	2	All	Access to standards aligned instructional materials and facilities that are maintained in good repair	$29,737,493.00				$29,737,493.00
1	3	English Learners Foster Youth Low Income	High quality professional learning will be made available to all certificated staff	$1,600,000.00				$1,600,000.00
1	4	English Learners Foster Youth Low Income	High quality professional learning will be made available to all classified staff	$200,000.00				$200,000.00
1	5	All	High quality professional learning will be made available to all special education staff staff	$75,663.00				$75,663.00
1	6	English Learners Foster Youth Low Income	Instructional Support and Coaching	$253,471.00			$421,969.00	$675,440.00
1	7	English Learners Foster Youth Low Income	Intervention Support and Instructional Coaching	$2,395,168.00			$953,055.00	$3,348,223.00
1	8	English Learners Foster Youth Low Income	Data Analysis	$254,689.00				$254,689.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:	$907,818.00				$907,818.00
1	10	English Learners Foster Youth Low Income	Site Technology Support	$30,000.00				$30,000.00
1	11	English Learners Foster Youth Low Income	Access to instructional software and support	$1,337,136.00				$1,337,136.00
1	12	English Learners Foster Youth Low Income	Learning Management System	$186,000.00				$186,000.00
1	13	English Learners Foster Youth Low Income	Access to technology	$2,600,000.00				$2,600,000.00
1	14	English Learners Foster Youth Low Income	Assessment Support	$168,000.00				$168,000.00
1	15	English Learners Foster Youth Low Income	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	$698,538.00				$698,538.00
1	16	English Learners Foster Youth Low Income	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	$1,206,214.00	$2,301,663.00			$3,507,877.00
1	17	English Learners Foster Youth Low Income	Science, Math and NGSS	$299,875.00				$299,875.00
1	18	English Learners Foster Youth Low Income	Community Engagement - Communications	$450,993.00				$450,993.00
1	19	English Learners Foster Youth Low Income	Comprehensive Visual and Performing Arts Program for Elementary Schools.	$1,092,273.00				$1,092,273.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	20	All	Provide Additional Support to Foster Youth TK-12				$20,000.00	$20,000.00
1	21	English Learners Foster Youth Low Income	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	$2,400,379.00				$2,400,379.00
1	22	English Learners Foster Youth Low Income	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	$1,242,363.00				$1,242,363.00
1	23	English Learners Foster Youth Low Income	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	$5,426,087.00				$5,426,087.00
1	24	English Learners Foster Youth Low Income	Additional staffing at the High School level to support unduplicated students	$1,791,213.00				$1,791,213.00
1	25	English Learners Foster Youth Low Income	Dual Immersion teachers	$484,392.00				$484,392.00
1	26	English Learners Foster Youth Low Income	Assessment and intervention Supports will be Provided in ELA and Math	$856,820.00				$856,820.00
1	27	English Learners Foster Youth Low Income	Intervention Support in Mathematics	$50,000.00				$50,000.00
1	28	English Learners Foster Youth Low Income	Intervention Support in Literacy	$350,000.00				$350,000.00
1	29	English Learners Foster Youth Low Income	Supplemental Materials to Support At-Risk or Unduplicated Materials	$200,000.00				$200,000.00
1	30	English Learners Foster Youth Low Income	AVID and personnel supports will be provided TK-12:	$72,593.00				$72,593.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	31	English Learners Foster Youth Low Income	AVID Program K-12	$2,036,243.00				$2,036,243.00
1	32	English Learners Foster Youth Low Income	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	$158,046.00				$158,046.00
1	33	English Learners Foster Youth Low Income	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	$554,818.00				$554,818.00
1	34	Students with Disabilities	Support for Students with Disabilities	$1,523,723.00				$1,523,723.00
1	35	Students with Disabilities	Additional Support for Students with Disabilities	$26,710,209.00				$26,710,209.00
1	36	English Learners Foster Youth Low Income	Primary Language Support	$1,865,086.00				$1,865,086.00
1	37	English Learners Foster Youth Low Income	Additional Support for At-Risk Students	$155,123.00				$155,123.00
1	38	English Learners Foster Youth Low Income	Unduplicated students will be provided additional support to graduate high school	$201,847.00				$201,847.00
1	39	English Learners Foster Youth Low Income	Adult Education - Concurrent Enrollment	$147,000.00				$147,000.00
2	1	English Learners Foster Youth Low Income	CTE Data Development and Tracking	$165,000.00				$165,000.00
2	2	All	CTE Professional Development		$250,000.00			$250,000.00
2	3	English Learners Foster Youth Low Income	CTE Pathway Development, Expansion and Maintenance	$30,000.00	$2,250,000.00			$2,280,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	CTE Student Leadership Development (CSTO)	$25,000.00	$250,000.00			$275,000.00
2	5	All	CTE Business and Industry Involvement		$135,000.00			$135,000.00
2	6	English Learners Foster Youth Low Income	CTE Student Post-Secondary Attainment	$20,000.00				$20,000.00
2	7	English Learners Foster Youth Low Income	CTE High Quality Staff	$1,587,802.00	$425,000.00			$2,012,802.00
2	8	English Learners Foster Youth Low Income	AP/IB Supports for At-risk and Unduplicated Students	$400,000.00				$400,000.00
2	9	English Learners Foster Youth Low Income	Provide additional programs for school connectedness and student well being for unduplicated students	$40,000.00				$40,000.00
2	10	English Learners Foster Youth Low Income	Dual Enrollment	$40,000.00				$40,000.00
2	11	English Learners Foster Youth Low Income	Career Counseling	$75,000.00				$75,000.00
3	1	English Learners Foster Youth Low Income	SART and SARB	$10,000.00				$10,000.00
3	2	English Learners Foster Youth Low Income	Social Emotional Learning & Character Education	$50,000.00				$50,000.00
3	3	English Learners Foster Youth Low Income	Tier 1 Experiences for Students	$40,000.00				$40,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Universal Screeners	$10,000.00				$10,000.00
3	5	English Learners Foster Youth Low Income	Multi-Tiered System of Supports	$650,000.00				$650,000.00
3	6	English Learners Foster Youth Low Income	Academic Saturday School	$300,000.00				$300,000.00
3	7	English Learners Foster Youth Low Income	Intervention Counselors	$759,493.00				$759,493.00
3	8	All	Restorative Practice Trainings					$0.00
3	9	All	Re-Imagine ACP					$0.00
3	10	All	Comprehensive Safety Plans					$0.00
3	11	All	Intervention Groups					$0.00
3	12	All	School Resource Officers	$1,189,880.00				$1,189,880.00
3	13	English Learners Foster Youth Low Income	EL Tier 3 Continuation Counselor	$74,043.00				$74,043.00
3	14	English Learners Foster Youth Low Income	Counseling	$2,866,137.00				$2,866,137.00
3	15	Foster Youth	Foster & Homeless Support	$148,086.00				$148,086.00
3	16	English Learners Foster Youth Low Income	Tier 3 Wrap Around Services	$290,000.00				$290,000.00
3	17	English Learners Foster Youth Low Income	School Nurses	$450,000.00				$450,000.00
3	18	English Learners Foster Youth Low Income	STEPS Aides	$490,495.00				$490,495.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	19	All	UNITY			$45,000.00		$45,000.00
3	20	English Learners Foster Youth Low Income	Suicide Prevention	$55,000.00				$55,000.00
3	21	English Learners Foster Youth Low Income	Hearing and Vision	$135,000.00				$135,000.00
3	22	English Learners Foster Youth Low Income	Increase Family, Community, and School Partnerships	$791,117.00				$791,117.00
3	23	English Learners Foster Youth Low Income	Family Engagement Programs	$10,000.00				$10,000.00
3	24	English Learners Foster Youth Low Income	Community Partnerships	$1,500.00				$1,500.00
3	25	English Learners Foster Youth Low Income	Community Surveys	$1,000.00				$1,000.00
3	26	English Learners Foster Youth Low Income	Family Engagement Professional learning	$40,000.00				$40,000.00
3	27	English Learners Foster Youth Low Income	Program Evaluation	$1,000.00				$1,000.00
3	28	English Learners Foster Youth Low Income	Community Communications	$20,000.00				$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,247,858.00	$47,849,545.00
LEA-wide Total:	$41,173,815.00	$47,775,502.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$2,469,211.00	$3,422,266.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	High quality professional learning will be made available to all certificated staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	$1,600,000.00
1	4	High quality professional learning will be made available to all classified staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	6	Instructional Support and Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,471.00	$675,440.00
1	7	Intervention Support and Instructional Coaching	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$2,395,168.00	$3,348,223.00
1	8	Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,689.00	$254,689.00
1	9	Educational Technology hardware and software will be provided to all sites and supported through professional	LEA-wide	English Learners Foster Youth Low Income	All Schools	$907,818.00	$907,818.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		development and staff:					
1	10	Site Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
1	11	Access to instructional software and support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,337,136.00	$1,337,136.00
1	12	Learning Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,000.00	$186,000.00
1	13	Access to technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,600,000.00	$2,600,000.00
1	14	Assessment Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,000.00	$168,000.00
1	15	Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$698,538.00	$698,538.00
1	16	Summer and After School Support for At-Risk Students: Unduplicated and credit deficient	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools, Adams, Coronita, Garretson, Home Gardens Academy, Jefferson, Parkridge, Riverview, Sierra Vista, Stallings, Vicentia, Washington	$1,206,214.00	$3,507,877.00
1	17	Science, Math and NGSS	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$299,875.00	$299,875.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	18	Community Engagement - Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,993.00	$450,993.00
1	19	Comprehensive Visual and Performing Arts Program for Elementary Schools.	LEA-wide	English Learners Foster Youth Low Income	Grades 4 - 6	$1,092,273.00	$1,092,273.00
1	21	Funding for At-Risk students, EL (including RFEP), LI and Foster Youth.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,379.00	$2,400,379.00
1	22	Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,242,363.00	$1,242,363.00
1	23	Additional Staffing for Elementary and Intermediate Schools to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Grades K-8	$5,426,087.00	$5,426,087.00
1	24	Additional staffing at the High School level to support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$1,791,213.00	$1,791,213.00
1	25	Dual Immersion teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Auburndale Intermediate, Harada Elem, Washington Elem	$484,392.00	$484,392.00
1	26	Assessment and intervention Supports will be Provided in ELA and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,820.00	$856,820.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	27	Intervention Support in Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	28	Intervention Support in Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	$350,000.00
1	29	Supplemental Materials to Support At-Risk or Unduplicated Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
1	30	AVID and personnel supports will be provided TK-12:	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,593.00	$72,593.00
1	31	AVID Program K-12	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,036,243.00	$2,036,243.00
1	32	Additional Supports will be Provided to Address the Specific Needs of at-risk and unduplicated populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,046.00	$158,046.00
1	33	Support for English Learners and Other At-Risk or Unduplicated StudentssStudents	LEA-wide	English Learners Foster Youth Low Income	All Schools	$554,818.00	$554,818.00
1	36	Primary Language Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,865,086.00	$1,865,086.00
1	37	Additional Support for At-Risk Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,123.00	$155,123.00
1	38	Unduplicated students will be provided additional	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$201,847.00	$201,847.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		support to graduate high school					
1	39	Adult Education - Concurrent Enrollment	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$147,000.00	$147,000.00
2	1	CTE Data Development and Tracking	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$165,000.00	$165,000.00
2	3	CTE Pathway Development, Expansion and Maintenance	LEA-wide	English Learners Foster Youth Low Income	Grades 7 -12	$30,000.00	$2,280,000.00
2	4	CTE Student Leadership Development (CSTO)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 7 -12	$25,000.00	$275,000.00
2	6	CTE Student Post-Secondary Attainment	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	$20,000.00	$20,000.00
2	7	CTE High Quality Staff	LEA-wide	English Learners Foster Youth Low Income	Grades 7 - 12	$1,587,802.00	$2,012,802.00
2	8	AP/IB Supports for At-risk and Unduplicated Students	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$400,000.00	$400,000.00
2	9	Provide additional programs for school connectedness and student well being for unduplicated students	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 9 - 12	$40,000.00	$40,000.00
2	10	Dual Enrollment	LEA-wide	English Learners Foster Youth Low Income	Grades 9 - 12	$40,000.00	$40,000.00
2	11	Career Counseling	LEA-wide	English Learners Foster Youth	Specific Schools: Grades 7 - 12	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	SART and SARB	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	2	Social Emotional Learning & Character Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
3	3	Tier 1 Experiences for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	4	Universal Screeners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	5	Multi-Tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	$650,000.00
3	6	Academic Saturday School	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 7 - 12	$300,000.00	$300,000.00
3	7	Intervention Counselors	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Grades 9-12	$759,493.00	$759,493.00
3	13	EL Tier 3 Continuation Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orange Grove Alternative HS	$74,043.00	$74,043.00
3	14	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,866,137.00	$2,866,137.00
3	15	Foster & Homeless Support	LEA-wide	Foster Youth	All Schools	$148,086.00	$148,086.00
3	16	Tier 3 Wrap Around Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,000.00	$290,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	17	School Nurses	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	$450,000.00
3	18	STEPS Aides	LEA-wide	English Learners Foster Youth Low Income	Grades TK-6	$490,495.00	$490,495.00
3	20	Suicide Prevention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	$55,000.00
3	21	Hearing and Vision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	$135,000.00
3	22	Increase Family, Community, and School Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$791,117.00	$791,117.00
3	23	Family Engagement Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	24	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	25	Community Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	26	Family Engagement Professional learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	27	Program Evaluation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	28	Community Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder 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 stakeholder engagement in the LCAP development process:

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

f) 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.

g) 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.

h) 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.

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

j) 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.