# Corona-Norco Unified School District
## Local Control Accountability Plan and Annual Update
### 2018-2019

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# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Corona-Norco Unified School District | Michael Lin, Ed.D, Superintendent | mlin@cnusd.k12.ca.us<br>951-736-5116 |

# 2017-20 Plan Summary

## The Story

Describe the students and community and how the LEA serves them.

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 serving approximately 54,000 students in 50 schools, CNUSD serves a diverse student population, which includes 53% Hispanic, 26% White, 10% Asian, 6% African American, and 3% Filipino. Over 50 languages are spoken within our schools.  At Corona-Norco 47% of students are eligible for free and reduced meals, 46.4% are unduplicated, and 14% are classified as English Learners.

CNUSD employs over 5,000 certificated and classified staff, and in 2016 was named one of the best places to work in the Inland Empire by the Press Enterprise.  CNUSD has a strong reputation in California as a high performing system.  The district was named as a finalist for the prestigious Broad award in 2012 and 2013.  Of the 51 schools in the district, 35 have been selected as California Distinguished Schools over the last few years.  In 2018, Temescal Valley Elementary School was selected as California Distinguished School.

Corona-Norco ranks among the top 2 or 3 districts in Riverside County in conventional measures of student achievement and engagement, with a cohort graduation rate of 97.4%, A-G completion rates of 52.25% and a dropout rate of only 2.6% (the average rates at Riverside County are 89.4%, 39.9% and 6.2% respectively).  Corona Norco is in a strong starting place for measuring college and career readiness with 59.72% of students meeting or exceeding standards in ELA and 45.49% of students meeting or exceeding standards in Mathematics (compared to 48.56% and 37.56% respectively in California). Preliminary information regarding the California College/Career Indicator demonstrates that CNUSD has about 49.6% of their students in the class of 2016 as College and Career Ready and about 20.6% of our students in that class Approaching Preparedness.  In terms of the progress of English Learners in the district in 2017, about 78% of EL students made progress toward English Language Proficiency.

Corona Norco Unified serves all students by providing a well-rounded educational experience. Our schools include 29 K-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, and a school for students with exceptional needs.  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 throughout.  Organized athletic activities as well as the arts and music are offered K-12.

CNUSD sees the LCAP as its equity plan principally directed at unduplicated students.  The LCAP supports the district mission to PROVIDE a quality education for ALL students within a secure and supportive environment. PROMOTE in ALL students' academic excellence, social growth, and responsible decision-making. PREPARE ALL students to lead productive lives in a diverse global society.   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.

# LCAP Highlights

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

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.

- LCAP Survey: The development of a community survey was created and administered through the District's various communication platforms. Community members were asked to participate in a community survey to provide feedback related to each of the eight priorities.

- Student Voice:  Feedback and recommendations were provided by over 500 students regarding focus areas and program expansion.

- DELAC and DAC Committees: Both the District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC) 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.   With that in mind, the CNUSD LCAP is segmented into 3 overlapping areas that address both pillars: Pupil Outcomes, Conditions of Learning, and

Engagement.   Each area has 2 goals that help focus the district's efforts.   For the next year, CNUSD will be continue to implement existing programs and will go deeper into implementation of these programs.

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

### *Pupil Outcomes*

Goal 1: Increase the quality and the rigor of core curriculum and instruction by implementing Common Core State Standards.

Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program.

**Programs that will begin in 2018/19:**

- Additional teachers to reduce class size and improve opportunities to intervene for unduplicated count students
- Creation of an Elementary Arts program to support at risk students who may not have opportunities in the area of the arts

**Ongoing programs/initiatives in this area include:**

- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Implementation of a Learning Management System to support personalized learning in the future
- Implementation of the CNUSD Hybrid School
- Additional maintenance personnel to maintain facilities
- Additional translators to support communication with English Learner parents
- Intervention programs to support improvement in mathematics
- Intervention programs to support achievement in English Language Arts
- Additional Dual Language Immersion teachers
- Quality professional development for certificated and classified staff
- Instructional coaching to support instruction
- Instructional technology and educational software for the classroom
- Reader by Nine initiative to support student reading proficiency by the end of third grade
- Induction support for new teachers
- Summer school to support students in credit recovery and those with impacted schedules
- Data coach to support teachers in the creation of assessments and analysis of data with onsite support of the Genius Squad
- School allocations for supplemental support of at-risk students
- PSAT assessment support to foster a college-going culture
- Expansion of AVID from high schools and intermediate schools to elementary schools
- Quality ELD implementation
- Special Education and foster youth support

- Additional personnel – elementary, intermediate and secondary teachers, instructional aides, and assistant principals – to support schools with high need
- Committee to examine and strategize for improvement and academic support and reclassification for Long Term English Learners
- Support for the Expanded Learning Programs at Riverview Elementary School and Sierra Vista Elementary School
- Site champions to support the implementation of technology at the school site
- Funding for a-g audits to prepare our students to be college ready
- Student support for Advanced Placement expansion,
- International Baccalaureate Puente Program for Roosevelt HS and Corona HS
- Expansion of credit recovery and concurrent enrollment at adult school so that students can graduate high school
- Support for our Communication Office to effectively inform our community

### *Conditions of Learning*

Goal 3: Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course.

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.

**Ongoing programs in this area include:**

- Exploration of a graduate follow up system
- Further expansion of the CTE pathways
- Contracting to employ a medical pathway consultant
- Counselor 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

### *Engagement*

Goal 5: Implement measures at all schools to foster positive school environments and support students.

Goal 6: Establish family and school partnerships which build solid relationships between school and family.

**Programs that will begin in 2018/19:**

- Additional Counseling services for Foster Youth

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 Positive Behavior Intervention Support (PBIS)
- Employment of Safety and Violence Prevention Counselors
- Employment of School Resource Officers
- School support for Comprehensive School Safety Plans
- Hiring of additional TK-12 counselors to support the social-emotional aspect of student needs
- 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
- DELAC and DAC support
- Implementation of the CNUSD Parent Center with additional personnel
- Personnel to support the mental health of our students
- An additional school nurse
- Personnel for Parent Center
- Additional Counseling services for Elementary Schools
- Additional Counseling services for Corona High School

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

# Greatest Progress

Corona-Norco Unified School District has analyzed district data and has identified the following areas as those of greatest progress based on the California School Dashboard:

- Chronic Absenteeism has been an area of focus in CNUSD for the last few years. Efforts have been made through various avenues to improve this area concentrating on our Unduplicated Count students and Special Education. CNUSD reports a chronic absentee rate of 7.8% when compared with Riverside County (11.8%) and California (10.8%) averages

- CNUSD provides support to district sites in the area of positive school environments using such programs as Positive Behavior Interventions and Supports (PBIS) Program as well as Leader in Me and Capturing Kids Hearts. This work has affected the suspension rates in the district resulting in 2.8% rate. Riverside County reports a 4.1% suspension rate and the state reports a 3.6% suspension rate.

- The English Learner Progress indicator reveals that almost 78% of English Learners in CNUSD are making progress towards English Proficiency.

- According to the California School Dashboard, CNUSD reports a graduation rate status of "Very High" at 97.4% of students completing high school. This represents an increase of 1.1% over last year. English Learners' graduation rate status is reported to be in the "High" category with 90.1% of these students graduating and represents a 5.6% increase when referencing the Fall 2017 data. Socioeconomically Disadvantaged students score in the "Very High" Category at 96.2% and this group increased 1.7% as reported by the Fall 2017.

- When considering students leaving the CNUSD TK-12 educational system, it is important that the students be college and career ready. The California School Dashboard reports that just under 50% of our students are considered College/Career Ready with under 21% scoring at Approaching Prepared for College/Career.

- In the area of English Language Arts, grades 3-8, the California School Dashboard places CNUSD in the "high" category having maintained the significant progress made in 2016. This information is based on the annual CAASPP state assessments.

- When considering academic progress in the area of Math, the California School Dashboard reports, in Fall 2017, CNUSD scored in the "Medium" range having increased 1.9 points when compared with the previous testing cycle.

- CNUSD has implemented the usage of iReady in grades TK to 6th grade to support continuous improvement at the classroom level. This initiative provides a consistent diagnostic assessment with information to teachers regarding mastery of standards. Additionally, the students engage in online lessons based on the diagnostic scores. Over 32,000 students engaged in the diagnostic assessments in Trimester 1(2017) and Trimester 2 (2018). Over 26,000 students demonstrated growth when comparing the first diagnostic to the second diagnostic. CNUSD is encouraged by the initial implementation efforts and will continue to monitor progress.

- English Learner and Low Income students have increased or maintained in all areas of achievement when comparing Spring 2017 reports with Fall 2017 reports.

CNUSD is proud of the district achievements that have been part of our success over the last several years. These successes are due, in large part, to the expertise of our staff. A hallmark of the district progress is a focus on Professional Development for all – certificated and classified staff. This area of strength will continue to be leveraged to support, in particular, our unduplicated count students. As we move deeper into the implementation of the new ELA/ELD materials, capacity building through Professional Development has been an emphasis. Customized Professional Learning is being designed through collaboration with principals and teachers to meet every learner, particularly the unduplicated students, and support them to grade level standards. CNUSD plans to maintain and build on our success using our culture of continuous improvement

through Professional Development.  CNUSD has used a systemic approach to the implementation of any initiative or program with an eye to systematic analysis of data to measure progress.  Efforts will continue to employ this approach to all initiative and programs implemented as we strive to maintain and build upon our success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Corona-Norco Unified School District has analyzed district data and has identified the following areas as Areas of Need:

- Special Education students are performing below expectations in several categories when compared to the overall district achievement.  These are in the areas of Graduation Rate, and CAASPP results in ELA and Math.  Specialized focused PD will continue to be provided for teachers of students with IEPs along with new materials to support differentiation and modifications while teaching grade level standards.

- While English Learners are doing well as measured by the English Learner Progress Indicator, English Learners are performing lower when compared to the other groups in CNUSD, particularly in suspensions, and CAASPP - ELA and Math.  A committee has been working for the last year identifying student achievement barriers for English Learners and LTELs and to discuss different approaches to this issue.  Discussions have been held at various Principals' meetings around this topic to identify best practices with an eye to replication at other sites.  Data is being collected and refined to support schools with their efforts to address this need.  Specialized Professional Development is being delivered and refined based on feedback to close this gap and increase achievement.  Additionally, new materials have been purchased and disseminated to the schools that incorporate ELA and ELD to better meet the needs of English Learners.

When analyzing data regarding unduplicated count students and comparing this with the achievement overall in CNUSD, one can see evidence of gaps.  While there is evidence of growth in all areas as identified by the California School Dashboard, the data status of English Learners, Foster Youth and Low Income students is lower than students overall in CNUSD.  The achievement data demonstrates that the unduplicated students achieved at lower levels when compared with the students overall in the district.  Graduation rates continue to rise for all groups in the district.  When examining Suspension rates, areas of focus for CNUSD are Low Income students and Foster youth.   Actions and services that are principally directed at English Learners, Low Income students and Foster Youth to support the improvement in achievement are focused Professional Development, which includes elements of cultural relevancy and differentiation to support the unduplicated count students.  Actions and services focused on closing the gaps in the area of graduation rates for unduplicated students include additional opportunities for students to complete credits such as summer school, credit recovery at the school site and credit recovery at the Adult School.  Finally, the actions and services principally directed at our English Learners to improve suspension rates include extra counseling services, Positive Behavior Support and additional mental health support.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

## Performance Gaps

According to the California School Dashboard, CNUSD overall performance is increasing and has no areas in red. When analyzing the student achievement results reported on the California School Dashboard, Fall 2017, the following areas can be identified as the needed areas of focus:

| GROUP | CALIFORNIA SCHOOL DASHBOARD COLOR | STATUS | CHANGE |
|---|---|---|---|
| **ELA** | | | |
| English Learners | Orange | 31.3 points below level 3 | -0.9 points |
| Low Income Students | Orange | 17.3 points below level 3 | -2.3% points |
| Foster Youth | Orange | 61.6 below level 3 | -0.3 points |
| Overall | Green | 13.6 points above 3 | -0.4 points |
| **MATH** | | | |
| English Learners | Orange | 54.5 points below 3 | +2.1 points |
| Low Income Students | Orange | 46.1 points below 3 | -0.3 Points |
| Foster Youth | Orange | 89.7 points below 3 | +1.9 points |
| Overall | Yellow | 14.3 points below 3 | + 1.9 points |
| **GRADUATION RATE** | | | |
| English Learners | Blue | 90.1% | + 5.6% |
| Low Income Students | Blue | 96.2% | + 1.7% |
| Foster Youth | Yellow | 69.2% | + 1.0% |
| Overall | Blue | 97.4% | + 1.1% |
| **SUSPENSION RATE** | | | |
| English Learners | Yellow | 3.2% | - 0.1%% |
| Low Income Students | Orange | 4% | +0.3% |
| Foster Youth | Orange | 8.5% | -1.8% |
| Overall | Yellow | 2.8% | -+0.2% |
| **College/Career Indicator** | | | |
| English Learners | N/A | 14.3% | N/A |
| Low Income Students | N/A | 39.2% | N/A |
| Foster Youth | N/A | 12% | N/A |
| Overall | N/A | 49.6% | N/A |

- While California School Dashboard data reports that English Learners are progressing as measured by English Learner Progress Indicator, the CAASPP scores of English Leaners indicate that this sub group are 31 points below level 3 for ELA and 54 points below level 3 for Math. CAASPP scores Students with Special Needs in ELA are reported to be about 73 points below level 3 and in the area of Math, 101 points below level 3, both in the red category. Scores for CNUSD Foster Youth indicate an achievement gap in the areas of CAASSPP scores – about 62 points below level 3 for ELA and 90 points below level 3 in the area of Math. A gap exists when comparing the academic achievement of the Homeless students reporting achievement in the low category for ELA and Math as expressed by the California School Dashboard to

that of students in the Overall category.  Homeless students declined in both areas when comparing the 16/17 data to the 17/18 data and they fall into the Orange category.  Scores for the Hispanic group have remained in the low category when comparing 16/17 data and 17/18 data and fall into the Orange category. A performance gap for African American students exists in the area of Math with this group reported to be in the Orange category   Differentiation, small group instruction and Universal Lesson Design will be the focus for Professional Learning in 2018/19 to support teachers and provide them with additional strategies to support English Learners, Foster Youth and Socioeconomically Disadvantaged students.

- When examining the graduation data for CNUSD, overall and most subgroups are reporting falling into the very high or high category.  This data for Foster Youth indicates that, although there was an increase reported in Fall 2017, there is a gap with these students falling into the Low category.  Continued efforts for credit recovery will focus directly on Foster Youth. An achievement gap exists when examining to graduation rates for those students reporting to be two or more races and fall into the Orange category.

-  As CNUSD continues to implement PBIS, constructive feedback about positive school environments continues to increase.  The data on the California School Dashboard indicates that there is a continued need to focus on the suspension rates.  Overall there was a rise of 0.2% in suspension rates overall and a slight increase for English Learners and Low Income students. Homeless students fall into the Orange category on the California School Dashboard in the area of suspensions at a rate of 4.2%.  African American students continue to report suspension rates of 4/1%, in the Orange category representing an achievement gap.  Continued focus on the implementation of PBIS will support at risk students. Additionally, continued Professional Learning will be provided to support teachers on positive school environment and thereby reduce suspension rates.

- Preparing our students to be College and Career Ready is a focus in CNUSD.  Reviewing the data on the California School Dashboard, there exists a gap between Overall student achievement (almost 50% reported to be prepared) and English Learners, Low Income students and Foster Youth.  Counselors will support the English Learners, Low Income students and Foster Youth to make sure that students will be College and Career Ready.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

These services will be increase and improved upon through systematic implementation of services, ongoing evaluation and data monitoring.  The table below identifies key actions supported by Supplemental funding and a description of how these services support unduplicated students.

| Action/Service | Description | Service Type | Funding | Program description |
|---|---|---|---|---|
| 1.1d | Teaching Intern Program with NYU | Grades 7-12 at Auburndale IS, Raney IS and Corona HS | $381,180 (LCFF Supplemental) | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.  Teaching Interns will be hired for hard to staff positions, and will work at intermediate schools and high schools with high-unduplicated student counts.  Such improvements have the most impact on unduplicated students who have scored below expectancies on CAASPP. |
| 1.10 | Designing a comprehensive Arts Program in elementary schools | District level | $808,414 (LCFF Supplemental) | This 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. |
| 2.4b | Additional teachers to reduce class sizes in Kindergarten through Grade 2 | School/District Level | $864,465 (LCFF Supplemental) | This 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 smaller class sizes and a focus on the teaching of reading.  Such improvements will support the research-based strategies in the classroom so that all students will read on grade level by Third grade. |

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 that address the needs of ELs, FY and LI students that are 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 with course.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total General Fund Budget Expenditures For LCAP Year | $ 578,527,838 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $ 412,574,515.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Contributions to other programs: routine maintenance, general operating costs, federal/state/local program funds.

| DESCRIPTION | AMOUNT |
| --- | --- |
| Total Projected LCFF Revenues for LCAP Year | $ 468,210,982 |

# Annual Update

**LCAP Year Reviewed 2017–18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities: *CNUSD Strategic Plan Goals* 1

### Annual Measureable Outcomes

| Expected | Actual |
| --- | --- |

**Student Achievement**
*CAASPP Data May 2016*
*Percent of students who met or exceeded standards*

| | English Language Arts | Math |
| --- | --- | --- |
| Overall | 59% | 43% |
| Hispanic | 50% | 33% |
| English Learners | 16% | 13% |
| Low Income | 47% | 30% |
| Foster Youth | N/A | N/A |
| African American | 55% | 34% |
| Special Education | 14% | 11% |

**Improvement Goal to increase achievement**

| Expected Growth | ELA EAMO | MATH EAMO |
| --- | --- | --- |
| Overall – 3% increase | 62% | 46% |
| Hispanic – 5% increase | 55% | 38% |
| English Learners – 5% increase | 21% | 18% |
| Low Income – 5% increase | 52% | 35% |
| Foster Youth – 5% increase | N/A | N/A |
| African American – 5% increase | 60% | 39% |
| Special Education – 5% increase | 19% | 16% |

**Student Achievement**
*CAASPP Data June 2017*
*Percent of students who met or exceeded standards*

| | English Language Arts | EAMO | Math | EAMO |
| --- | --- | --- | --- | --- |
| Overall | 59.72% | Not Met | 45.49% | Not Met |
| Hispanic | 50.72% | Not Met | 34.77% | Not Met |
| English Learners | 14.91% | Not Met | 14.98% | Not Met |
| Low Income | 46.15% | Not Met | 31.94% | Not Met |
| Foster Youth | 31.4% | Met | 23.30% | Met |
| African American | 55.28% | Not Met | 34.86% | Not Met |
| Special Education | 16.20% | Not Met | 12.18% | Not Met |

| Expected | Actual |
|---|---|

**Expected**

*A-G Completion*
*Growth Data:*

|  | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 48.2% | 49.1% | 50.6% | 50.2% |
| Hispanic | 39.5% | 38.8% | 41.0% | 40.8% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | 1.4% | 5.4% | 2.8% | 3.3% |
| Low Income | 38.8% | 39.8% | 41.9% | 39.3% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 48.1% | 51.2% | 50.9% | 50.5% |

**Improvement Goal to increase achievement**

| Expected Growth | A-G EAMO |
|---|---|
| Overall – 2% increase | 52.2% |
| Hispanic – 3% increase | 43.8% |
| RFEP - 3% increase | N/A |
| English Learners – 3% increase | 6.3% |
| Low Income – 3% increase | 42.3% |
| Foster Youth – 3% increase | N/A |
| African American – 3% increase | 53.5% |

**Actual**

*A-G Completion*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 52.25% | Met |
| Hispanic | 44.02% | Met |
| RFEP | 51.55% | Met |
| English Learner | 3.86% | Not Met |
| Low Income | 41.52% | Not Met |
| Foster Youth | 16.67% | Met |
| African American | 51.14% | Not Met |

*AP Participation in classes*
*Growth Data*

|  | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 3,933 | 4,089 | 4,114 | 5,440 |
| Hispanic | 1,523 | 1,615 | 1,583 | 2,322 |
| RFEP | 848 | 1,013 | 1,056 | 1,377 |
| Low Income | 1,392 | 1,500 | 1,463 | 1,928 |
| Foster Youth | N/A | N/A | N/A | 12 |
| African American | 288 | 275 | 292 | 404 |

**Improvement Goal to increase achievement**

| Expected Growth | AP Participation in Class EAMO |
|---|---|
| Overall – 2% increase | 5,548 |
| Hispanic – 3% increase | 2,392 |
| RFEP – 3% increase | 1,418 |
| Low Income – 3% increase | 1,986 |
| Foster Youth – 3% increase | 12 |
| African American – 3% increase | 416 |

*AP Participation*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 4606 | Not Met |
| Hispanic | 1934 | Not Met |
| RFEP | 1116 | Not Met |
| Low Income | 1499 | Not Met |
| Foster Youth | 8 | Not Met |
| African American | 300 | Not Met |

*CNUSD has experienced a drop in students enrolled in AP classes. Some of this may be attributed to the methods of extracting this data. Revisions were made this year to report the most accurate data possible. Additionally, the district is experiencing declining enrollment. In order to continue reporting accurate data, this data will be expressed in percentage format going forward.*

*Participation in AP tests*
*Growth Data*

|  | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 2,770 | 2,947 | 3,036 | 3,781 |
| Hispanic | 1,025 | 1,081 | 1,104 | 1,472 |
| RFEP | 617 | 760 | 762 | 967 |
| Low Income | 959 | 1,069 | 1,006 | 1,265 |
| Foster Youth | N/A | N/A | N/A | 9 |
| African American | 170 | 168 | 196 | 239 |

**Improvement Goal to increase achievement**

| Expected Growth | AP test participation EAMO |
|---|---|
| Overall – 1% increase | 3,789 |
| Hispanic – 2% increase | 1,501 |
| RFEP – 2% increase | 986 |
| Low Income – 2% increase | 1,290 |
| Foster Youth – 2% increase | 9 |
| African American – 2% increase | 244 |

*Participation in AP tests*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 3643 | Not Met |
| Hispanic | 1460 | Not Met |
| RFEP | 899 | Not Met |
| Low Income | 1179 | Not Met |
| Foster Youth | 6 | Not Met |
| African American | 207 | Not Met |

*CNUSD has experienced a drop in students enrolled in AP classes. Some of this may be attributed to the methods of extracting this data. Revisions were made this year to report the most accurate data possible. Additionally, the district is experiencing declining enrollment. In order to continue reporting accurate data, this data will be expressed in percentage format going forward.*

*AP Pass Rate (3 or higher)*
*Growth Data*

|  | 13/14 | 14/15 | 15/16 |
|---|---|---|---|
| Overall | 55.1% | 55.1% | 53.4% |

**Improvement Goal to increase achievement**

| Expected Growth | AP Pass EAMO |
|---|---|
| Overall – Meet or exceed county levels of achievement | 53.5% |

*AP pass rate*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 54.68% | TBD* |

*Data from the state is pending.

*EL Reclassification Rate –*
*Growth Data*

| | |
|---|---|
| **14/15** – 12.9% | |
| **15/16** – 13.5% | |
| **16/17** - 11.0% | |

**Improvement Goal to increase achievement**

| Expected Growth | EL Reclassification EAMO |
|---|---|
| Meet or exceed county levels of achievement | 11% |

*EL Reclassification Rate –*

| 16/17 | EAMO |
|---|---|
| 11.0% | Met |

| Expected | Actual |
|---|---|

**Expected** | **Actual**

---

***EL Progress toward English Proficiency –***
***Growth Data***

| 15/16 |
|---|
| 63.1% |

**Improvement Goal to increase achievement**

| Expected Growth | EL Progress EAMO |
|---|---|
| Meet or exceed county levels of achievement | 63.2% |

***EL Progress toward English Proficiency –***

| 16/17 | EAMO |
|---|---|
| 77.8%% | Met |

---

***EAP –***
***Growth Data***
**Results from May 2016 testing:**
**ELA - 69% of students met or exceeded readiness for CSU coursework**
**Math - 34% of student met or exceeded readiness for CSU coursework**

**Improvement Goal to increase achievement**

| Expected Growth | ELA EAMO | MATH EAMO |
|---|---|---|
| Based on Benchmark (maintain or increase achievement) | 71% | 36% |

| | Results from June 2017 testing: | EAMO |
|---|---|---|
| ELA | 69.87% of students met or exceeded readiness for CSU coursework | Not Met |
| Math | 40.64 % of student met or exceeded readiness for CSU coursework | Met |

---

**Basic Services**
**Growth Data**
**100% for each area below**
***Appropriate Teacher Assignment – maintain or increase current levels***
***Sufficient instructional materials – maintain or increase current levels***
***Facilities in good repair – maintain or increase current levels***

**Basic Services**

| 100% for each area below : | EAMO |
|---|---|
| *Appropriate Teacher Assignment –* maintain or increase current levels | *Met* |
| *Sufficient instructional materials –* maintain or increase current levels | *Met* |
| *Facilities in good repair –* maintain or increase current levels | *Met* |

---

**Implementation of Content and Performance Standards**
**Growth Data**
*CCSS*
100% implementation of standards
*ELA/ELD*
ELA/ELD materials were adopted on 3/7/17 and will be implemented on 2017/18
*NGSS*
Transitioning into standards and providing professional development
**Improvement Goal to increase achievement**
Maintain or Increase levels of implementation

**Implementation of Content and Performance Standards**
*CCSS*
100% implementation of standards
*ELA/ELD*
ELA/ELD materials were implemented in 17/18 supported by Professional Learning
*NGSS*
Transitioning into standards and providing professional development
***CNUSD met the goals.***

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1.1.1 (a-c)**<br>High quality staff will provide and support rigorous instruction and programs daily.<br><br>a) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous based instruction daily and support services.<br><br>b) Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.<br><br>c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. | a) Certificated teachers provided high quality CCSS based instruction daily. 2,471 certificated staff make up 49% of all permanent employees.<br><br>b) 173 certificated management staff supported academic programs, school safety, and smooth operation of each school site and division within the district.<br><br>c) 2,454 classified staff supported the instructional program at the district and school sites. | a) $219,161,344 (LCFF)<br><br>b) $25,463,488 (LCFF)<br><br>c) $70,309,732 (LCFF) | a) $227,729,627 (LCFF)<br><br>b) $26,419,256 (LCFF)<br><br>c) $73,165,169 (LCFF) |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 2 (a-c)**<br>Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair<br><br>a) All students will have sufficient textbooks and instructional materials.<br><br>b) Supplemental Instructional materials will be purchased to support differentiation principally directed toward unduplicated count students.<br><br>c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. | a) Williams' reports show 100% compliance with all instructional materials requirements.<br><br>b) Plans are being developed to support classrooms with supplemental materials. No materials were purchased with these funds in 17/18<br><br>c) All schools and facilities are in good repair and well maintained. A systematic approach is in place for school sites and departments to report facility needs. Sites follow a protocol to report needs through a work order system. Safety needs are addressed immediately. A formal Williams' walkthrough was conducted at every site after hours and all rooms/spaces are inspected. Annually inspections are held at every site with the fire department. Custodial staff is regularly trained to ensure well-maintained facilities. Preventive maintenance is conducted on an ongoing basis. | a) $2,574,940 (LCFF)<br><br>b) $800,000 (LCFF/Supplemental)<br><br>c) $24,043,912 (LCFF) $394,622 (LCFF/Supplemental) | a) $2,564,544 (LCFF)<br><br>b) $0 (LCFF/Supplemental)<br><br>c) $24,043,912 (LCFF) $405,793 (LCFF/Supplemental) |

# Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 3 (a-f)** High quality professional development will be made available to all staff and follow-up support and coaching will be provided.<br><br>a)  Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to implement rigorous instruction, differentiation and implementation of instructional technology effectively.   Professional development 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 areas of needed professional development.<br><br>b)  Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.<br><br>c)  Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.<br><br>d)  Continue to support the educational process for At- Risk 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.<br><br>e)  Provide and support the implementation of CCSS standards based instruction. | a - b)   From July 2017 – May 30, 2018, 384 different district level professional learning opportunities were offered, and 6,780 enrollments were recorded for these sessions. As teachers can attend multiple PD offerings, the number of teachers who participated in professional development for the 2017-2018 academic year was approximately 2,027 which represents approximately 82% of our certificated staff.  Additionally, 194 site level professional learning sessions were held serving 517 teachers. Two Districtwide professional learning conferences were held to support literacy and equity and all staff were invited to attend.  Additional trainings targeted specifically for special education staff were held including SEIS and CPI.<br><br>c)  Twenty-five professional development classes were offered over three different dates; 603 staff attended the trainings. Additionally, classified staff were invited to attend the first annual Equity conference, which included keynote speakers, and 67 breakout sessions; 155 classified staff attended this event.<br><br>d)  Teachers on Special Assignment (TSAs) are in place to provide targeted academic support for T1 programs, English Learners, Dual Language programs, and core curricular areas. TSA's have assigned school sites and provide support at the district and site level 4 days a week.<br><br>e)  Instructional Coaches support the CCSS implementation. Coaches are specifically working as a follow up to the Professional Development workshops to support | a)  $1,800,000(LCFF /Supplemental)<br><br>b)  $100,000 (LCFF)<br><br>c)  $200,000 (LCFF Supplemental)<br><br>d)  $1,571,312 (Title I, Title II, Title III) $525,987(LCFF Supplemental)<br><br>e)  $1,771,500 (LCFF Supplemental)<br><br>f)  $129,998 (LCFF Supplemental) | a)  $1,325,122 (LCFF/Supplemental)<br><br>b)  $ 100,000 (LCFF)<br><br>c)  $55,702 (LCFF/Supplemental)<br><br>d)  $1,571,312 (Title I, Title II, Title III) $356,871 (LCFF/Supplemental)<br><br>e)  $1,878,269 (LCFF/Supplemental)<br><br>f)  $392,186 (LCFF Supplemental) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Instructional Coaches will continue to provide CCSS implementation support.<br><br>f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. | implementation of content, techniques and strategies presented in the workshops. Additionally, the coaches have provided ongoing professional development training throughout the year. Support is provided at the district or site level 4 days a week.<br><br>f.) A Teacher on Special Assignment (TSA) provided support for all school sites in data analysis and assessment to improve teaching and learning. Five administrator trainings were held to support principals in leading the rollout of iReady. In addition, three iReady teacher trainings were held at each elementary and intermediate school site. The TSA has been instrumental in all aspects of assessments and data analysis. The TSA works with each school site as well as part of the district team in the creation of benchmark/diagnostic assessments, which are administered at each site. Particular attention is given to ensure that subgroups LI, FY and EL are showing significant growth. | | |

# Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 4 (a-d)**<br><br>Educational Technology hardware and software will be provided to all sites and supported through professional development and staff:<br><br>a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support.<br>b) 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.<br>c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills.<br><br>d) 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. | a) A technology refresh continued at all sites, ensuring that all teachers have instructional computers that are less than 5 years old. IT technicians are instrumental in ensuring that classroom technology is in place and functional to allow teachers to incorporate technology into their lessons to enhance student learning<br><br>b) The role of the Site Champion is to support individual teachers at their school site with Professional development, On-call support & trouble-shooting, Office Hours, Demo Lessons. Ambassador of Ed Tech: Messaging, Updates, FAQs. Each school receives a maximum of 38 hours support from site champions per year, curriculum rate; comprehensive high schools get an additional 38 hours for a total of 76 hours per year, curriculum rate.<br><br>c) Discovery Media is available to every classroom teacher in the District. Discovery Education provides teachers with the tools to teach their students to think critically about the content they use, see, and experience in their daily lives. Turnitin' s Feedback<br><br>d) Studio (FBS) contracts for 24,830 6th-12th grade students across Corona Norco Unified School District. August 2017 – April 2018 FBS effectively supported academic integrity with the generation of 92,870 similarity reports of which 84% reflect originality with <25% similarity. Students made 65,295 submissions with 269,667 instances of teacher feedback given in the form of either quick marks, | a) $765,998<br>(LCFF Supplemental)<br><br>b) $50,000<br>(LCFF Supplemental)<br><br>c) $1,103,099<br>(LCFF Supplemental)<br><br>d) $150,000<br>(LCFF Supplemental) | a) $ 724,179<br>(LCFF/Supplemental)<br><br>b) $ 20,220<br>(LCFF/Supplemental)<br><br>c) $ 1,004,423<br>(LCFF/Supplemental)<br><br>d) $ 185,096<br>(LCFF/Supplemental) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
|  | comments, or use of a rubric; 224,767 ETS e-rater grammar marks were auto-generated; and 1562 peer reviews. Through FBS teachers provide students with specific and detailed advice on how they can improve their thinking resulting in longer and more authentic writing.   My Access is available to students in grades 3-8.  This program supports EL, SED and FY through interactive nature of the software.<br><br>e)  Canvas is provided as our LMS for all intermediate and high schools.  Three 2-day trainings were offered throughout the year to equip teachers with best practices in the usage of this instructional tool.  An average of 627 active courses, 317 teachers, 12,917 students have been logged this year to date. |  |  |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 5**<br>Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA). | Seventy teachers are currently being supported by four and a half Support Providers in the CNUSD Teacher Induction program. 50 teachers are on schedule to clear their credentials this year. | $865,690 (LCFF/Supplemental) | $743,972 (LCCFF/Supplemental) |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 6 (a-b)**<br>a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.<br>b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. | a) Summer school will be held in June 2018 to provide additional opportunities for credit recovery and extra classes for student with impacted schedule. 7,861 students are anticipated to participate in one or more courses. Three hundred seventy-three classes at 3 HS campuses are currently scheduled.<br><br>b) Title I school sites provided intervention support for at-risk students through extended day/year programs at their sites. | a) $1,610,000 (LCFF/Supplemental)<br>b) $1,000,000 (Title I) | a) $1,610,000 (LCFF/Supplemental)<br>b) $1,000,000 (Title1) |

# Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 7 (a-b)**<br>a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS.<br>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. | a) A Science/Math Coordinator supported the implementation of NGSS and the implementation of CCSS based Mathematics. NGSS based elementary science modules have been developed and keyed into the informational text in the ELA Curriculum Guides for the elementary grades. Modules include support and scaffolds to support English Learners, Low Income students and Foster Youth.<br>b) Elementary school sites received NGSS Hands on Science units with supplies. This entailed replenishing the units with various materials. | a) $167,633 (LCFF/Supplemental)<br>b) $45,000 (LCFF/Supplemental) | a) $168,633 (LCFF/Supplemental)<br>b) $4,919 (LCFF/Supplemental) |

# Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 8**<br>The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules. | The CNUSD Hybrid School of Innovation launched this year with 70 new 9th grade students, some from within the district and some from neighboring districts. Staff experimented with use of Odysseyware and Canvas and are currently perfecting their integration. There has been a focus on project-based learning. A successful WASC initial visit was held (results released in May). | $300,000 (LCFF Supplemental) | $121,436 (LCFF/Supplemental) |

## Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1. 9**<br>Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth | One additional support person was hired for the communications office to enhance communication throughout the district and support programs for our targeted subgroups. Varieties of communication methods are utilized to ensure that all families have access to important information. Communication is provided in both English and Spanish. | $90,000 (LCFF)<br>$85,000 (LCFF/Supplemental) | $90,000 (LCFF)<br>$62,910 (LCFF/Supplemental) |

## Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 1. 1.10**<br>Provide support for VAPA programs with additional funding to by supplies. | Elementary music programs were provided and new instruments and sheet music were purchased to enhance and support the music program. CNUSD hosted the Festival of the Arts, a collaboration between schools, community, businesses, professional artists and performers as well as a chance for the students to display or "publish" their works in a museum like setting. Twenty-eight schools participated and over 4,000 people attended. | $40,000 (LCFF/Supplemental) | $36,305 (LCFF/Supplemental) |

# Analysis: GOAL 1

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Corona-Norco Unified School District continues to increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards.  Staff at all levels (certificated, classified, & management) have worked together to ensure that rigorous Common Core instruction was delivered to all students within a safe environment.  Professional learning opportunities were provided to all staff to equip them with the tools, research and professional learning opportunities to accelerate the implementation of CCSS and increase student achievement. The first CNUSD Annual Equity Conference was coordinated and executed by the CNUSD TSA Team. The conference was attended by approximately 648 certificated and classified staff members and featured keynotes from leading Equity experts: Lisa Adams, CNUSD Adult Ed. Team, and Sylvia Douqe de Reyes. In addition, 67 breakout sessions were provided during the 2-day conference. The 3rd CNUSD Annual Literacy Conference was coordinated and executed by the CNUSD TSA Team. The conference was attended by approximately 730 attendees and featured keynotes from leading literacy specialists: Carol Jago, Byron V. Garret, Pam Allyn, Allison Marchetti, and Rebekah O'Dell. In addition, 39 breakout sessions were provided during the 2-day conference.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services within Goal 1 were implemented as planned, implemented in coordination with each other, and have been effective in advancing the progress towards the outlined goal.  All staff in CNUSD were provided with professional learning opportunities, which supported the district priorities of literacy, math and closing the gap. Data showed increases in overall ELA (from 59% to 61%) and Math (from 46% to 47%) and HS graduation rates continue to remain the highest in the county. Teachers on special assignment and instructional coaches provided professional learning opportunities through a wide variety of venues including Districtwide literacy, math and equity conferences as well as targeted professional learning throughout the school year.  Additionally, differentiated support was provided at each school sites to provide specific support.  Eighty-two percent of certificated teachers attended at least one professional learning opportunity as reported by our PLMS (Professional Learning Management System).  Our upcoming summer school is anticipated to produce approximately 60 additional graduates and allow almost eight thousand students the opportunity to recover credits and accelerate their academic progress.

All indicators show that Corona Norco is making progress towards the outlined goals and therefore will continue to implement the planned actions/services in pursuit of continuous improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the actions and services were implemented largely as planned, there were few material differences between budgeted expenditures and estimated actuals expenditures.  An exception is action 1.1.2b where supplemental materials are still in the planning stages and no materials were purchased in 17/18 from this funding.  Regarding 1.1.7b, existing kits were replenished rather than replaced.   Within the development process of the CNUSD LCAP, budgets were allocated based on information available at the time.  Actual expenditures may have differed than originally budgeted.  Some actions and services were more costly than anticipated and other were less.  Excess funds were allocated to actions and services that were underfunded.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and CNUSD is making adequate progress towards goals.  Therefore, CNUSD will continue to implement planned actions and services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.  Based on data analysis and stakeholder recommendations, additional Actions and Services have been added to the Local Control and Accountability Plan.  These are:  Action 1.1b, Teaching Intern Program with NYU and Action 1.10, Designing a Comprehensive Arts Program for Elementary Schools.    All metrics for Goal 1 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

# Goal 2

Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,8

Local Priorities: *CNUSD Strategic Plan Goals 2*

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|

**Student Achievement**
*CAASPP Data May 2016*
*Percent of students who met or exceeded standards*

| | English Language Arts | Math |
|---|---|---|
| Overall | 59% | 43% |
| Hispanic | 50% | 33% |
| English Learners | 16% | 13% |
| Low Income | 47% | 30% |
| Foster Youth | N/A | N/A |
| African American | 55% | 34% |
| Special Education | 14% | 11% |

**Improvement Goal to increase achievement**

| Expected Growth | ELA EAMO | MATH EAMO |
|---|---|---|
| Overall – 3% increase | 62% | 46% |
| Hispanic – 5% increase | 55% | 38% |
| English Learners – 5% increase | 21% | 18% |
| Low Income – 5% increase | 52% | 35% |
| Foster Youth – 5% increase | N/A | N/A |
| African American – 5% increase | 60% | 39% |
| Special Education – 5% increase | 19% | 16% |

**Student Achievement**
*CAASPP Data June 2017*
*Percent of students who met or exceeded standards*

| | English Language Arts | EAMO | Math | EAMO |
|---|---|---|---|---|
| Overall | 59.72% | Not Met | 45.49% | Not Met |
| Hispanic | 50.72% | Not Met | 34.77% | Not Met |
| English Learners | 14.91% | Not Met | 14.98% | Not Met |
| Low Income | 46.15% | Not Met | 31.94% | Not Met |
| Foster Youth | 31.4% | Met | 23.30% | Met |
| African American | 55.28% | Not Met | 34.86% | Not Met |
| Special Education | 16.20% | Not Met | 12.18% | Not Met |

| Expected | Actual |
|---|---|

*A-G Completion*
*Growth Data:*

|  | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 48.2% | 49.1% | 50.6% | 50.2% |
| Hispanic | 39.5% | 38.8% | 41.0% | 40.8% |
| RFEP | N/A | N/A | N/A | N/A |
| English Learner | 1.4% | 5.4% | 2.8% | 3.3% |
| Low Income | 38.8% | 39.8% | 41.9% | 39.3% |
| Foster Youth | N/A | N/A | N/A | N/A |
| African American | 48.1% | 51.2% | 50.9% | 50.5% |

**Improvement Goal to increase achievement**

| Expected Growth | ELA EMAO |
|---|---|
| Overall – 2% increase | 52.2% |
| Hispanic – 3% increase | 43.8% |
| RFEP | N/A |
| English Learners – 3% increase | 6.3% |
| Low Income – 3% increase | 42.3% |
| Foster Youth – 3% increase | N/A |
| African American – 3% increase | 53.5% |

*A-G Completion*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 52.25% | Met |
| Hispanic | 44.02% | Met |
| RFEP | 51.55% | Met |
| English Learner | 3.86% | Not Met |
| Low Income | 41.52% | Not Met |
| Foster Youth | 16.67% | Met |
| African American | 51.14% | Not Met |

*AP Participation in classes*
*Growth Data*

|  | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 3,933 | 4,089 | 4,114 | 5,440 |
| Hispanic | 1,523 | 1,615 | 1,583 | 2,322 |
| RFEP | 848 | 1,013 | 1,056 | 1,377 |
| Low Income | 1,392 | 1,500 | 1,463 | 1,928 |
| Foster Youth | N/A | N/A | N/A | 12 |
| African American | 288 | 275 | 292 | 404 |

**Improvement Goal to increase achievement**

| Expected Growth | AP participation in class EAMO |
|---|---|
| Overall – 2% increase | 5,5498 |
| Hispanic – 3% increase | 2,392 |
| RFEP – 3% increase | 1,418 |
| Low Income – 3% increase | 1,986 |
| Foster Youth – 3% increase | 12 |
| African American – 3% increase | 416 |

*AP Participation*

|  | 16/17 | EAMO |
|---|---|---|
| Overall | 4606 | Not Met |
| Hispanic | 1934 | Not Met |
| RFEP | 1116 | Not Met |
| Low Income | 1499 | Not Met |
| Foster Youth | 8 | Not Met |
| African American | 300 | Not Met |

*CNUSD has experienced a drop in students enrolled in AP classes. Some of this may be attributed to the methods of extracting this data. Revisions were made this year to report the most accurate data possible. Additionally, the district is experiencing declining enrollment. In order to continue reporting accurate data, this data will be expressed in percentage format going forward.*

| | Expected | | Actual |
|---|---|---|---|

## Expected · Actual

***Participation in AP tests***
***Growth Data***

| | 12/13 | 13/14 | 14/15 | 15/16 |
|---|---|---|---|---|
| Overall | 2,770 | 2,947 | 3,036 | 3,781 |
| Hispanic | 1,025 | 1,081 | 1,104 | 1,472 |
| RFEP | 617 | 760 | 762 | 967 |
| Low Income | 959 | 1,069 | 1,006 | 1,265 |
| Foster Youth | N/A | N/A | N/A | 9 |
| African American | 170 | 168 | 196 | 239 |

**Improvement Goal to increase achievement**

| Expected Growth | AP test participation EAMO |
|---|---|
| Overall – 1% increase | 3,789 |
| Hispanic – 2% increase | 1,501 |
| RFEP – 2% increase | 986 |
| Low Income – 2% increase | 1,290 |
| Foster Youth – 2% increase | 9 |
| African American – 2% increase | 244 |

***Participation in AP tests***

| | 16/17 | EAMO |
|---|---|---|
| Overall | 3643 | Not Met |
| Hispanic | 1460 | Not Met |
| RFEP | 899 | Not Met |
| Low Income | 1179 | Not Met |
| Foster Youth | 6 | Not Met |
| African American | 207 | Not Met |

***CNUSD has experienced a drop in students enrolled in AP classes. Some of this may be attributed to the methods of extracting this data. Revisions were made this year to report the most accurate data possible. Additionally, the district is experiencing declining enrollment. In order to continue reporting accurate data, this data will be expressed in percentage format going forward.***

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***AP Pass Rate (3 or higher)***
***Growth Data***

| | 13/14 | 14/15 | 15/16 |
|---|---|---|---|
| Overall | 55.1% | 55.1% | 53.4% |

**Improvement Goal to increase achievement**

| Expected Growth | AP Pass EAMO |
|---|---|
| Overall – Meet or exceed county levels of achievement | 53.5% |

***AP pass rate***

| | 16/17 | EAMO |
|---|---|---|
| Overall | 54.68% | TBD* |

*Data from the state is pending.

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***EL Reclassification Rate –***
***Growth Data***

| **14/15** – 12.9% |
|---|
| **15/16** – 13.5% |
| **16/17** - 11.0% |

**Improvement Goal to increase achievement**

| Expected Growth | EL Reclassification EAMO |
|---|---|
| Meet or exceed county levels of achievement | 11% |

***EL Reclassification Rate –***

| 16/17 | EAMO |
|---|---|
| 11.0% | Met |

| Expected | Actual |
|---|---|

**EL Progress toward English Proficiency –**
*Growth Data*

| 15/16 |
|---|
| 63.1% |

**Improvement Goal to increase achievement**

| Expected Growth | EL Progress EAMO |
|---|---|
| Meet or exceed county levels of achievement | 63.2% |

---

**EL Progress toward English Proficiency –**

| 16/17 | EAMO |
|---|---|
| 77.8% | Met |

---

**EAP –**
*Growth Data*
**Results from May 2016 testing:**
**ELA - 69% of students met or exceeded readiness for CSU coursework**
**Math - 34% of student met or exceeded readiness for CSU coursework**

**Improvement Goal to increase achievement**

| Expected Growth | ELA EAMO | MATH EAMO |
|---|---|---|
| Based on Benchmark (maintain or increase achievement) | 71% | 36% |

---

**EAP –**

| | Results from June 2017 testing: | EAMO |
|---|---|---|
| ELA | 69.87% of students met or exceeded readiness for CSU coursework | Not Met |
| Math | 40.64 % of student met or exceeded readiness for CSU coursework | Met |

---

**Basic Services**
**Growth Data**
**100% for each area below**
*Appropriate Teacher Assignment* – maintain or increase current levels
*Sufficient instructional materials* – maintain or increase current levels
*Facilities in good repair* – maintain or increase current levels

---

**Basic Services**

| 100% for each area below : | EAMO |
|---|---|
| *Appropriate Teacher Assignment* – maintain or increase current levels | Met |
| *Sufficient instructional materials* – maintain or increase current levels | Met |
| *Facilities in good repair* – maintain or increase current levels | Met |

---

**Implementation of Content and Performance Standards**
**Growth Data**
*CCSS*
100% implementation of standards
*ELA/ELD*
ELA/ELD materials were adopted on 3/7/17 and will be implemented on 2017/18
*NGSS*
Transitioning into standards and providing professional development
**Improvement Goal to increase achievement**
Maintain or Increase levels of implementation

---

**Implementation of Content and Performance Standards**
*CCSS*
100% implementation of standards
*ELA/ELD*
ELA/ELD materials were implemented in 17/18 supported by Professional Learning
*NGSS*
Transitioning into standards and providing professional development

***CNUSD met the goals.***

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 1** (a-d) Supplemental Support will be provided to support Unduplicated students towards college readiness:<br><br>a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.(existing in 16/17 LCAP)<br><br>b) With the implementation of Equal Opportunity Schools and 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. (existing in 16/17 LCAP)<br><br>c) Expand the Puente program to support English Learner students and Hispanic students.<br><br>d) Support Dual Enrollment with Norco College. | Supplemental assistance has been provided to support Unduplicated students towards college readiness:<br><br>a) PSAT assessments were administered to 4010 8th grade students and 3,948 10th grade students.<br>b) Using the Equal Opportunity Schools platform, CNUSD continued to increase the numbers of students in Advanced Placement classes and support students through targeted interventions at all comprehensive high schools. The pass rate of students remains constant and the GPA of AP classes remains stable.<br>c) The Puente program continues to be expanded and supports students of Hispanic descent in their academic achievement. This program assists students at Roosevelt and Centennial High School. Roosevelt has expanded the program which now includes 9th and 10th grade students totaling 170 students. 32 incoming 9th grade students are expected to join the program.<br>d) Dual enrollment, in partnership with Norco College, was launched at Roosevelt High School in 17/18 with enrollment increasing each semester. 75 students were enrolled in these classes in fall, 2017 and 164 students were enrolled in Spring, 2018. | a) $100,000 (LCFF/Supplemental)<br>b) $700,000 (LCFF/Supplemental)<br>c) $10,000 (LCFF/Supplemental)<br>d) $40,000 (LCFF/Supplemental) | a) $106,292 (LCFF Supplemental)<br>b) $503,854 (LCFF Supplemental)<br>c) $18,053 (LCFF Supplemental)<br>d) $39,154 (LCFF Supplemental) |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 2 (a-b)**<br>Provide additional support to foster youth TK-12:<br><br>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 together 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.<br>b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. | Additional support has been provided to foster youth TK-12:<br><br>a) 42 Junior and Senior Foster students have met with staff 5 times this year. These meetings provided assistance to the foster youth through safety information, academic support and information regarding future attendance at colleges.<br>b) Plans are being developed to implement a comprehensive and strategic tutoring program for the foster youth. | a) $10,000 (McKinney Vento)<br>b) $10,000 (Title I) | a) $21,500 (LCFF)<br>b) $0 (Title I) |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 3**<br>Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth. | Additional funding has been allocated to school sites to address the specific needs of At Risk Students, English Learners, Low Income and Foster Youth. | $2,400,379<br>(LCFF/Supplemental) | $1,247,516<br>(LCFF Supplemental) |

# Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 4(a-c)**<br>Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth:<br><br>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes.<br>b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools.<br><br>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. | Additional staffing and support has been furnished to sites to provide supplemental support for English Learners, Low Income students and foster youth:<br><br>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students with the reduction of class sizes with 10 additional teachers. These have been assigned to schools with the highest unduplicated student numbers.<br>b) 33 additional teachers have been assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. These have been assigned to schools with the highest unduplicated student numbers.<br><br>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups of students to implement interventions at the high school level. 13 additional FTE's will be provided to support interventions at high schools during the school day to include English Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups | a) $1,242,363 (LCFF/Supplemental)<br><br>b) $3,714,905 (LCFF/Supplemental)<br><br>c) $1,529,732 (LCFF/Supplemental) | a) $1,247,516 (LCFF Supplemental)<br><br>b) $3,956,447 (LCFF Supplemental)<br><br>c) $1,562,196 (LCFF Supplemental) |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 5 (a-b)** Unduplicated students will be provided additional support to graduate high school. <br> a) Provide additional opportunities for students to graduate high school through Credit Recovery. <br> b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment. | Unduplicated students have been provided additional support to graduate high school. <br> a) Additional opportunities for students to graduate high school through Credit Recovery. 144 students completed courses through this process in Fall 2017. <br> b) Additional opportunities were provided for students to graduate high school through Adult Education programs with Dual Enrollment | a) $130,977 (LCFF/Supplemental) <br> b) $147,000 (LCFF/Supplemental) | a) $83,750 (LCFF Supplemental) <br> b) $137,890 (LCFF Supplemental) |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 6** <br> Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary. | Additional support was provided to Riverview and Sierra Vista Elementary. Plans are in place for an intensive, literacy based summer school program in June. | $40,000 (LCFF Supplemental) | $20,000 (LCFF Supplemental) |

## Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 7** <br> Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students | Two teachers provide instruction at Auburndale in the Dual Immersion Program. | $400,147 (LCFF Supplemental) | $400,147 (LCFF Supplemental) |

# Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 8 (a-d)**<br>Intervention materials and supports will be provided in ELA and Math:<br><br>a) Materials, such as iReady, will be provided to elementary schools that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards.<br>b) Math materials will be purchased to support intervention at Intermediate schools<br>c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade.<br>d) Interventions will be provided principally directed toward English Learners, Low Income students and foster Youth such as iStation. | Intervention materials and supports have been provided in ELA and Math:<br><br>a) iReady has been implemented in all elementary schools. Over 30,000 students have assessed and been engaged in the online lessons using the program in Fall, 2017 and in Winter, 2017. When comparing the results from both assessments, over 26,000 has shown growth in scores. Intermediate schools have piloted the program.<br>b) Math materials have been purchased for intervention at the Intermediate schools.<br>c) Materials and professional learning opportunities have been provided for k-3 teachers. Supplemental running record kits were purchased as a pilot for primary teachers. A process is being conducted to gather input from teachers as to the efficacy of those materials. Subs have been provided to teachers to conduct one on one assessments with at risk students.<br>d) A district iStation license has been purchased and implemented to provide interventions principally directed toward English Learners, Low Income students and Foster Youth. | a) $674,820 (LCFF Supplemental)<br><br>b) $70,000 (LCFF Supplemental<br><br>c) $280,000 (LCFF Supplemental)<br><br>d) $530,000 (LCFF/Supplemental) | a) $ 674,820 (LCFF Supplemental)<br><br>b) $ 20,469 (LCFF Supplemental)<br><br>c) $ 48,896 (LCFF Supplemental)<br><br>d) $ 34,487 (LCFF/Supplemental) |

## Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 9**<br>Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers. | Support for A-G audits was provided to continue to increase the numbers of students that are A-G completers. | $10,000 (LCFF Supplemental) | $10,000 (LCFF Supplemental) |

## Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 10**<br>Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners | The LTEL committee has been convened on a monthly basis to analyze, discuss barriers to academic achievement for LTELs in CNUSD. | $25,000 (LCFF Supplemental) | $4,399 (LCFF Supplemental) |

## Action 11

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 11  (a-b)**<br>AVID and personnel supports will be provided TK-12:<br><br>a) Additional personnel will support the improvement of the academic programs focused on at risk populations.<br><br>b) Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts.  Monitor progress of students in AVID, particularly RFEP students. | AVID and personnel supports will be provided TK-12:<br><br>a) Additional personnel has been provide to support the improvement of the academic programs focused on at risk populations.<br><br>b) The AVID program continues to thrive and to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. All comprehensive high schools (5), alternative high schools (2), intermediate schools and academies (11) and elementary schools (11) employ the AVID program. | a) $60,000 (LCFF/Supplemental)<br>b) $1,636,243 (LCFF/Supplemental) | a) $192,154 (LCFF/Supplemental)<br>b) $1,032,233 (LCFF/Supplemental) |

## Action 12

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 12 (a-f)**<br>Additional supports will be provided to address the specific needs of at-risk populations:<br><br>a) Additional Intervention Support for Corona Ranch Elementary School<br>b) Provide additional translators to support parent involvement in the educational process<br>c) 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.<br>d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.<br>e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.<br>f) Continue to provide Instructional Assistants for students needing additional support including primary language support | Additional supports will be provided to address the specific needs of at-risk populations:<br><br>a) An intervention specialist has been employed to provide additional services for at risk students at Corona Ranch students.<br>b) Additional translators are in the hiring process.<br>c) Support Personnel for English Learner students, Low Income, and Foster Youth students. Support Personnel have continued to address the specific needs of EL students (including RFEP), Low Income, and Foster Youth students.<br>d) SWD students have been provided with additional supports by way of Program Specialists and other support personnel.<br>e) Instructional Assistants have been provided for SWD students, where needed, to support the instructional process<br>f) Instructional Assistants have been provided for students needing additional support including primary language support | a) $65,932 (LCFF/Supplemental) $65,932 (Title III)<br><br>b) $101,404 (LCFF/Supplemental)<br><br>c) $758,321 (LCFF/Supplemental)<br><br>d) $1,382,221 (LCFF)<br><br>e) $23,949,929 (LCFF)<br><br>f) $1,522,769(LCFF/Supplemental) | a) $65,932 (LCFF/Supplemental) $65,932 (Title III)<br>b) $57,537 (LCFF/Supplemental)<br>c) $524,408 (LCFF/Supplemental)<br>d) $1,382,221 (LCFF)<br>e) $23,949,929 (LCFF)<br>f) $1,434,910 (LCFF/Supplemental) |

## Action 13

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 2. 1. 13**<br>Activity will begin in 2018-19 | Activity will begin in 2018-19 | $0 (LCFF/Supplemental) | $0 (LCFF/Supplemental) |

# Analysis: GOAL 2

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CNUSD has continued its focus on equity and closing the achievement gap implementing the actions as articulated in Goal 2. Within this goal, activities included providing PSAT assessment to all 8th grade and 10th grade students in our district, providing support for at risk students in AP classes, programs such as Puente and AVID, reduced class sizes at schools with high Unduplicated Student counts, as well as focus on supports for the English Learners throughout the district. Additional opportunities have been provided to students to graduate high school through Credit Recovery programs and dual enrollment at the CNUSD Adult School. All schools in the district received additional funding to support specific site based efforts to provide interventions and support to at risk students. The overall implementation of the actions in goal 2 went as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CNUSD's efforts on Closing the Achievement Gap include a number of different approaches through different activities and actions, TK-12. Over 4,000 8th grade students and almost 4,000 10th grade students participated in the PSAT assessments. By assessing all 8th and 10th grade students, this raises the understanding of all students how to be College and Career ready. The 8th grade student scores provide a baseline from which we can measure growth in the future. Scores for the 10th grade students have remained constant, even with the large increase in the numbers of students taking the PSAT.

In 16/17, the number of student in AP classes has decreased while GPAs in these classes remains constant. AP test pass rates remains constant . Using Equal Opportunity Schools to identify Unduplicated students who have potential for success provides information to the administration, counselors and teachers about students who may not have been considered for Advanced Placement Courses. In addition, intervention support is provided to those students who need support to have success in AP classes.

The AVID program has been a support for potentially at risk students to be College Ready and has been focused on students who may need extra help getting to college. In 2018, 97% of the students in AVID will be attending 4 year universities and 96% of these students have completed A-G requirements.

CNUSD is very proud of the district graduation rate and the support that is given to students who may be in danger of dropping out. The district graduation rate is 97.4% when compared with California's graduation rate of 83.2%.

CAASPP data demonstrates the continued focus on academics and equity for the students in the district. When considering ELA, in 2017, students in CNUSD maintained the levels of achievement as measured through the CAASPP testing and reported Overall students, 13.6 points above level 3 (Meets or Exceeds Standards). English Learners, Foster Youth and Socioeconomically Disadvantaged students maintained their progress as well in 2017. Socioeconomically Disadvantaged Students scored 17.3 points below level 3, English Learners scored 31.1 points below level 3 and Foster Youth scored 61.6 points below level 3 (Meets or Exceeds Standards). When considering Math, in 2017, students in CNUSD maintained the levels of achievement as measured through the CAASPP testing and reported Overall students, 14.3 points below level 3 (Meets or Exceeds Standards). English Learners, Foster Youth and Socioeconomically Disadvantaged students maintained their progress as well in 2017. Socioeconomically Disadvantaged Students scored 17.3 points below level 3, English Learners scored 54.5 points below level 3 and Foster Youth

scored 89.7 points below level 3 (Meets or Exceeds Standards).  CNUSD continues to improve academic achievement as measured by CAASPP and the actions and services included in Goal 2 support this growth.

Indicators show that existing actions/services are effective and CNUSD is making progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the actions and services were implemented largely as planned there were no material differences between budgeted expenditures and estimated actuals expenditures.  One exception is within goal 1.2b where planning for a comprehensive, focused tutoring program was done and not tutoring services were provided this year.  This planning was completed during the work day and no cost was accrued.  Some activities such as 2.1.2 a were funded with other funds.  Within the development process of the CNUSD LCAP, budgets were allocated based on information available at the time.  Actual expenditures may have differed than originally budgeted.  Some actions and services were more costly than anticipated and other were less.  Excess funds were allocated to actions and services that were underfunded.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.  To support continued progress, additional teachers will be added to elementary schools with high At Risk Student numbers that will reduce class sizes in primary grades in Action 2.4b.  All metrics for Goal 2 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

# Goal 3

Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|

Baseline data for district-wide pathway completer measures was available September 2015. District teams analyzed the data to gauge student achievement and set goals for improvement to increase Industry Sectors, Pathways and numbers of CTE courses. As pathway completion is a multi-year process for long-term, robust pathways, we intend to maintain or increase the numbers of pathways in 16/17.

**Growth Data**

| CNUSD | 13/14 | 14/15 | 15/16 | 16/17 |
|---|---|---|---|---|
| # of Industry Sectors | 7 | 7 | 12 | 14 |
| # of Pathways | 11 | 14 | 20 | 24 |
| # of Courses | 204 | 211 | 224 | 267 |
| % of Students Enrolled in CTE Completing Capstone Courses | 91.74% | 100% | 100% | 100% |

**Improvement Goal to increase achievement**

| Expected Growth | CTE Pathways EAMO |
|---|---|
| Maintain or increase the numbers of Pathways | Industry Sectors – 14<br>Pathways - 25<br>Number of Courses – 271<br>% of Students enrolled in CTE Completing Capstone Courses |

CNUSD met our goal as the number of industry sectors increased 16%, the number of pathways offered increased 20%, and the number of courses students enrolled in increased by 19%.

| CNUSD | 17/18 | EAMO |
|---|---|---|
| # of Industry Sectors | 14 | Met |
| # of Pathways | 33 | Met |
| # of Courses | 312 | Met |
| % of Students Enrolled in CTE Completing Capstone Courses | 100% | Met |

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 3. 1. 1**<br>CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. Site meetings will be held to review district and site data, set goals, and monitor.<br>Implement A GRADUATE FOLLOW UP SYSTEM | CNUSD has CTE metrics that align to Perkins, and the College Career Index. CNUSD IT is writing code to best aggregate and disaggregate data out to sites for analysis. CNUSD CTE has contracted with Qualtrics to conduct our graduate follow up. This year, the first survey was sent to CTE teachers to register students. CNUSD will continue to align data collected based on future metrics added to the College Career Index. | $15,000<br>(LCFF/Supplemental) | $10,000<br>(LCFF/Supplemental) |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 3. 1. 2**<br>Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu. | Secondary counselors have been provided with materials, training and support to assist with proper placement of students in CTE pathways, including an industry sector/pathway/CNUSD course spread sheet. CaliforniaColleges.edu is being used at all secondary schools; however, not all ninth grade students are placed into a first-year participant course career pathway. CaliforniaColleges.edu is not being utilized to its full capacity especially this year as the web site was not accessible first semester. | $55,000<br>(LCFF/Supplemental) | $71,997<br>(LCFF/Supplemental) |

# Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 3. 1. 3**<br>Provide professional development for CTE teachers in the following areas:<br><br>• Literacy<br>• Industry<br>• PBL and WBL<br>• Externships<br>• School site visits<br><br>Other areas identified throughout the year based on review of district and site data. | CTE teachers, counselors and administrators have participated in both content and literacy based professional development including: Educating for Careers; ACTE National Conference; AutoDesk; MasterCam; Solidworks; PLTW Engineering State Conference and Two-Week Training; Unite; Certiport; CUE; Adobe Max; Game Developers Conference; Certiport; Culinary Arts Skills Institute; Far West Athletic Trainers Association; Hi-Fi Boot Camp; VEX; Western States Osteopathic Convention; ACTE Best Practice; ACTE Vision; CDE STEM Symposium; National Business Educators Association National Conference; California Agriculture Teachers Association State Conference; California Industrial Technology Educators Association State Conference; Food Safety and Sanitation Serve Safe Conference; and CTSO State and National Activities and Events. | $115,000 (CTE FUNDING) | $ 133,274 (Perkins Grant)<br>$ 307,726 (CTE Incentive Grant) |

# Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 3. 1. 4**<br>Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses. | Meetings have been held with secondary site principals. Data is collected and disaggregated for use by all levels of the educational pipeline.  This was done during business hours and so, no expenses were incurred. | $5,000 (LCFF/Supplemental) | $0 (LCFF/Supplemental) |

# : **GOAL 3**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District has continued to implement existing actions/services based on the needs of the schools and our students. The District has maintained its support for intermediate and middle schools, academies, and high schools in making connections to this goal. With funding provided from the LCAP and the California Career Technical Education Incentive Grant, the District's Curriculum and Instruction Department has continued to support students through the refinement of career pathways and its associated capstone courses. Through collaboration of CTE teachers, pathways have been aligned to the CCI. Staff (teachers, counselors, administrators) has continued to participate in professional development and data analysis that enhances their knowledge and skills so that they can increase student opportunities for college-preparatory career technical education courses, including opportunities for career pathways, industry certification, and partnerships within all major industry sectors. The graduate follow up system is a work in progress and once fully implemented is expected to provide additional data that will be important to continued pathway development and refinement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District employs 77 fully credentialed CTE teachers who have provided instruction at all schools, which house students in grades 7-12. Of these 77 teachers, 74% hold Single Subject credentials, 23% hold Designated Subject credentials, and 3% have Supplementary Authorizations (intermediate school teachers). 95% of all CTE credentialed high school teachers and 88% of all CTE credentialed intermediate and middle school, academy teachers participate in one or more industry professional development activity each year.

CaliforniaColleges.edu has been implemented at all secondary schools, and the graduate follow up survey will be sent out for the first time in September 2018. Additional metrics collected through the District's student information system include the number of CTE courses offered districtwide, and the number of students who participated in and successfully completed a pathway capstone course. As the State finalizes the College Career Index and the CALPAD system is updated, CNUSD will be able to collect additional student data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One notable change occurred between the budgeted and estimated actual expense for Action 2 of Goal 3.1.2. The vendor, Foundation for California Community Colleges, increased the costs of their services by $20,000. However, their webpage, CaliforniaColleges.edu, was inaccessible for almost half the school year, thus the Foundation will be discounting the cost of this service for SY 2018-19. Regarding 3.1.4, costs were considerably higher than anticipated. The budget for 18/19 will be adjusted accordingly. Finally, the meetings and discussions around the goal 3.1.4 were done during business hours and so no expense was incurred.

For all other goals and actions, the budgeted and estimated actual expenditures were implemented largely as planned. Excess funds were allocated to actions and services that were underfunded.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and CNUSD have made adequate progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as multi-year implementation plans will support student outcomes through a process of continuous improvement. All metrics for Goal 3 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

# Goal 4

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth strong employment opportunity.

State Priorities: 7, 8

Local Priorities: *CNUSD Strategic Plan Goals 4*

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|

**Growth Data**

| Subgroup | 13/14 number of students in CTE classes | 14/15 number of students in CTE classes | 15/16 number of students in CTE classes | 16/17 number of students in CTE classes |
|---|---|---|---|---|
| Overall | 8,188 | 6,953 | 7,842 | 7,913 |
| Hispanic | 4,343 | 3,661 | 3,952 | 4,051 |
| African-American | 584 | 443 | 572 | 517 |
| Low Income | 4,026 | 3,441 | 3,756 | 3,709 |
| Foster Youth | 89 | 98 | 96 | 86 |
| SWD | 1,263 | 1,123 | 1,290 | 1,301 |
| EL | 585 | 492 | 589 | 635 |
| RFEP | 1,796 | 1,601 | 1,687 | 1,595 |
| Male | 4,879 | 4,143 | 4,785 | 4,784 |
| Female | 3,309 | 2,810 | 3,057 | 3,129 |

| Subgroup | 17/18 number of students in CTE classes | EAMO |
|---|---|---|
| Overall | 6,393 | Not met |
| Hispanic | 3,404 | Not met |
| African-American | 425 | Not met |
| Low Income | 2,756 | Not met |
| Foster Youth | 51 | Not met |
| SWD | 1,057 | Not met |
| EL | 618 | Not met |
| RFEP | 1,498 | Not met |
| Male | 4,210 | Not met |
| Female | 2,183 | Not met |

| | Expected | | Actual |
| --- | --- | --- | --- |

**Improvement Goal to increase achievement**

| CTE Participants EAMO | |
| --- | --- |
| Increase number of participants 2% in all areas | |
| Overall | 8,071   (15,140)* |
| Hispanic | 4,132   (7,700)* |
| African American | 527     (1,056)* |
| Low Income | 3,783   (5,126)* |
| Foster Youth | 87      (180)* |
| SWD | 1,327  (1,985)* |
| EL | 647     (999)* |
| RFEP | 1,626  (3.332)* |
| Male | 4,879  (8,969)* |
| Female | 3,192  (6,171)* |

*the number of participants were incorrectly entered in the 2017-2020 LCAP

*CNUSD has experienced a drop in students enrolled overall in CTE classes. Some of this may be attributed to the methods of extracting this data. Revisions were made this year to report the most accurate data possible. Additionally, the district is experiencing declining enrollment.*

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4. 1. 1**<br>Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | Corona High School PLTW Engineering has been approved to offer a third year course in Aerospace Engineering fall 2018. They also added a third year Biomedical course. Work in most CTE pathways focused on refining programs and making industry contacts. In 2018-19, Corona High School will add an aviation program, and Roosevelt High School will start a construction program. | $550,000<br>(Corona STEM & eSTEM - CTE Funding)<br><br>$15,000(PLTW Training – no stipends, LCFF/Supplemental)<br><br>$30,000 (PLTW Biomedical, LCFF/Supplemental) | $550,000<br>(Corona STEM & eSTEM - CTE Funding)<br><br>$4,502 (PLTW Training – no stipends, LCFF/Supplemental)<br><br>$55,000 (PLTW Biomedical, LCFF/Supplemental) |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4. 1. 2**<br>Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | Auburndale IS's PLTW Gateway program continues to refine and enhance their instruction. Raney IS no longer has MESA program, but the Computer Science and Robotics program has grown significantly. Auburndale IS, Ramirez IS, and River Heights IS Health Sciences and Medical Technology students have been on field trips, and have purchased equipment and supplies. JUMP chapters at these schools are now attending region and state activities. El Cerrito IS is upgrading their Culinary Arts pathway to align with the Centennial HS program. Citrus Hills IS rewriting their curriculum to add an Introduction to Fashion Design that will articulate with the Santiago HS program. | $70,000 (Gateway Equip/Supplies, Info Tech [MESA] – CTE Funding)<br><br>$15,000 (PLTW/Gateway Training [no stipend], MESA - LCFF/Supplemental)<br><br>$20,000 (Health Science & Medical Technology Industry Sector at RHIS, ARIS. AIS, CCA, CHIS - LCFF/Supplemental) | $70,000 (Gateway Equip/Supplies, Info Tech [MESA] – CTE Funding)<br><br>$0.00 (PLTW/Gateway Training [no stipend], MESA - LCFF/Supplemental)<br><br>$26,555 (Health Science & Medical Technology Industry Sector at RHIS, ARIS. AIS, CCA, CHIS - LCFF/Supplemental) |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4. 1. 3** Pathway Support (equipment, supplies, training). | All district secondary CTE programs have received equipment, supplies and training. | $3,000,000 (CTE Funding) $30,000 (LCFF/Supplemental) | $3,000,000 (CTE Funding) $30,000 (LCFF/Supplemental) |

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4. 1. 4** Meet with the following committees a minimum of two times per year:<br><br>• Six industry sector advisory committees<br>• Two STEM/CTE academy advisory committees<br>• One districtwide industry advisory committee with representatives from each committee listed above<br>• Actively participate in Norco College and RCOE business and industry advisory committees<br>• Retain the consulting services of a community business liaison<br><br>Hire a Medical Pathway Consultant | Industry sector advisory committees are still being defined as separate entities however, a full committee does exist for agriculture and aviation, and subcommittees met in the areas of manufacturing, engineering, patient care, biomedical technology, and public service. The Corona STEM Academy and eSTEM each have an advisory committee. The annual districtwide advisory committee meeting was be held in May 2017 at the conclusion of a YEMP. CNUSD CTE teachers and administrators actively participate in the CCPT Advisory Committee and the Norco College Industry and Advisory Breakfast. To bridge the gap between education and the workforce, CNUSD continues to contract with Linnie Bailey, community business liaison, and Reach Out. | $132,000 CTE Funding | $132,000 CTE Funding |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4. 1. 5**<br>• Staff to monitor and oversee CTE Programs.<br>• Additional teachers will be hired to support the implementation of CTE classes and pathways.<br>• Increase Articulation Agreements with colleges and universities.<br>• Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. | LCAP funding supports the following staff positions: one Director of Career Technical Education; 10.33 RCOE FTEs; 1.0 STEM FTE at Raney IS; 1.0 Agriculture Chemistry FTE at Norco HS; and 1 sold prep at Auburndale IS.<br><br>CNUSD articulates 24 of its courses with the Riverside Community College District (RCCD). High schools resubmit courses for college professor review every three years. Additional articulation agreements exist with Mt. San Antonio College, Cerritos College and Palomar College. CNUSD Aviation staff are meeting with Chaffey College to establish a partnership. | $1,232,715 (LCAP Supplemental)<br><br>$140,684 (One NHS Ag Chemistry FTE) (LCFF/Supplemental) | $1,329,603 (LCAP Supplemental)<br><br>$141,670 (LCAP Supplemental) |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 4.1.6**<br>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 the leadership competitions tied to high growth industries. Continually monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. | CNUSD has several Career Technical Student Organizations (CTSO) at several secondary schools, including FBLA, FFA, HOSA, HOSA/JUMP, FCCLA, and SkillsUSA. Low income students and foster youth regularly participate in CTSO activities and events. Additionally, meetings have been held with secondary site principals. Data is collected and disaggregated for use by all levels of the educational pipeline. | $30,000 (CTE)<br>$10,000 (LCFF/Supplemental) | $30,000 (CTE)<br>$10,000 (LCFF/Supplemental) |

# [Analysis](): GOAL 4

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District has continued to implement existing actions/services based on the needs of the schools and our students. The District has maintained its support for CTE and STEM programs at the intermediate and middle schools, academies, and high schools in making connections to this goal. The Corona STEM Academy has remained an area of importance as well as the Health Science and Medical Technology programs across the district. With funding provided from the LCAP and the California Career Technical Education Incentive Grant (CTEIG), the District's Curriculum and Instruction Department has continued to support students through the evaluation and refinement of career pathways that are mapped to high growth, strong employment opportunities. Student opportunities (guest speakers, field trips, job shadows, industry certifications) have increased through the work of CTE teachers and staff with support advisory committees and industry consultants.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services within Goal 4 were implemented as planned. As the CDE refined the metrics of the College Career Index, CNUSD also improved its data collection system. A new and improved tool disaggregated student data much more accurately. Thus, the Actual AMO chart indicates a drop in students enrolled overall in CTE classes SY 2017-2018. However, a historical review using the new collection tool points to CTE student enrollment growth over the past four years. During this same period, CNUSD increased industry sectors options from six to 14, and pathway opportunities increased from 14 to 33.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since the actions/services were implemented largely as planned, there were only minimal differences between budgeted expenditures and estimated actual expenditures. Increased costs are observed in Action 1 of Goal 4.1.1 (additional funds provided to PLTW Biomedical) and Action 5 of Goal 4.1.5 (purchase of prep period of Auburndale IS STEM teacher).

For all other goals and actions, the budgeted and estimated actual expenditures were implemented largely as planned. Excess funds were allocated to actions and services that were underfunded

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and CNUSD is making adequate progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as multi-year implementation plans will support student outcomes through a process of continuous improvement.   All metrics for Goal 4 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

# Goal 5

Goal 5: Implement measures at all schools to foster positive school environments and support students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement) and Priority 6: School Climate (Engagement)

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|

**Student Engagement**

*School Attendance rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
|---|---|---|
| 96% | 96% | 96% |

**Improvement Goal to increase achievement**

| Expected Growth | School Attendance Rates EAMO |
|---|---|
| Maintain or increase current levels | 96% |

**Student Engagement**

*School Attendance rates:*

| 16/17 | EAMO |
|---|---|
| 95.47% | Not met |

---

*Middle School Dropout rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
|---|---|---|
| 0.0% | 0.0% | 0.0% |

**Improvement Goal to increase achievement**

| Expected Reduction | Middle School drop Out Rates EAMO |
|---|---|
| Maintain or reduce current levels | 0.0% |

*Middle School Dropout rates:*

| 16/17 | EAMO |
|---|---|
| 0.00% | Met |

| | Expected | Actual |
|---|---|---|

## Expected | ## Actual

*High School Dropout rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
|---|---|---|
| 4.4% | 4.1% | 2.6% |

**Improvement Goal to increase achievement**

| Expected Reduction | High School Drop Out Rates EAMO |
|---|---|
| Maintain or reduce current levels | 2.6% |

*High School Dropout rates:*

| 16/17 | EAMO |
|---|---|
| 0.8% | Met |

---

*High school graduation rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
|---|---|---|
| 92.3% | 92.4% | 94.8% |

**Improvement Goal to increase achievement**

| Expected Growth | High School Graduation Rates EAMO |
|---|---|
| Maintain or increase current levels | 94.8% |

*High school graduation rates:*

| 16/17 | EAMO |
|---|---|
| 97.4% | Met |

Cohort data is not available at this time.

---

*Chronic Absentee rate:*
*Growth Data*

| | 13/14 | 14/15 | 15/16 |
|---|---|---|---|
| Overall | 10.1% | 9.4% | 9.5% |
| Hispanic | 11.2% | 10.3% | 10.2% |
| English Learners | 9.9% | 8.9% | 9.1% |
| RFEP | 7.3% | 7.3% | 7.9% |
| Low Income | 11.9% | 11.3% | 11.8% |
| Foster Youth | 17.8% | 19.1% | 17.5% |
| African American | 11.1% | 9.9% | 10.3% |
| Special Education | 15.6% | 15.5% | 14.6% |

**Improvement Goal to increase achievement**

| Expected Reduction | Chronic Absentee rate EAMO |
|---|---|
| Overall – reduce by 0.25% | 9.25% |
| Hispanic – reduce by 0.5% | 9.7% |
| English Learners – reduce by 0.5% | 8.6% |
| RFEP – reduce by 0.5% | 7.4% |
| Low Income – reduce by 0.5% | 11.3% |
| Foster Youth – reduce by 1% | 16.5% |
| African American – reduce by 0.5% | 9.8% |

*Chronic Absentee rate:*

| | 16/17 | EAMO |
|---|---|---|
| Overall | 7.8% | Met |
| Hispanic | 8.7% | Met |
| English Learners | 7.3% | Met |
| RFEP | 8.10% | Not Met |
| Low Income | 10.3% | Met |
| Foster Youth | 17.2% | Not Met |
| African American | 9.2% | Met |
| Special Education | 12.8% | Met |

| Special Education – reduce by 1% | 13.6% | | |
| --- | --- | --- | --- |

**School Climate**

*Suspension rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
| --- | --- | --- |
| 2.6% | 2.4% | 2.7% |

**Improvement Goal to increase achievement**

| Expected Reduction | Suspension Rates EAMO |
| --- | --- |
| Maintain or reduce  current levels | 2.7%% |

*Expulsion Rates:*
*Growth Data*

| 13/14 | 14/15 | 15/16 |
| --- | --- | --- |
| 0.1% | 0.1% | 0.2% |

**Improvement Goal to increase achievement**

| Expected Growth | Expulsion Rates EAMO |
| --- | --- |
| Maintain or reduce current levels | 0.2% |

**School Climate**

*Suspension rates:*

| 16/17 | EAMO |
| --- | --- |
| 2.9% | Not Met |

*Expulsion Rates:*

| 16/17 | EAMO |
| --- | --- |
| 0.13% | Met |

## Action 1

| | Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|---|
| **Goal 5. 1. 1** | Continue to implement the SART/SARB process.   Increase home school relationships by conducting more home visits.  Site administrators will now have real time access to the DATT report.   Provide a substitute to hold SART meetings or home visits.   Provide more training on how to access new DARTT report features. | CNUSD SARB Panel continues to meet twice a month.  In any given SARB day, the panel will meet with approximately 6 to 8 students/families.  Resources, intervention strategies, and programs are offered to assist families as needed.  DATT reported provided to school administration 3 times this year.  Sites utilized a total of 41 sub days this school year to conduct SARTs, meet with families, and do home visits. | $60,000 (LCFF/Supplemental) | $22,444 (LCFF/Supplemental) |

## Action 2

| | Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|---|
| **Goal 5. 1. 2** | Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me).  Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders.  Support 7th and 8th grade students with the "Teen Talk" program.  Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students.  Expansion of the SEL survey will continue the following school year. | All schools have a Character Education Program.  48 schools are implementing PBIS. 3 schools have been trained in Capturing Kids Hearts and 5 schools are Leader in Me Schools.  All bussing was provided for the World Kindness Youth Conference.  Transportation was organized by the Elementary School Counselors with the bussing company.  All 4000 4th grade students attended the WKYC.  Approximately 400 at-risk 7th and 8th grade students attended Teen Talk.  Bussing was provided for these students to the event.  Panorama survey was administered to students in grades 4, 7, and 8 in October. | $310,000 (LCFF/Supplemental) | $87,582 (LCFF/Supplemental) |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 3**<br>Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin work with Cohort 3 schools including training staff and administrators.<br><br>Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.<br><br>Continue the implementation of, "Boys Town Training" for teachers and Intense Intervention (II) programs | 48 schools (cohorts 1, 2, 3) have received PD and continued ongoing coaching to support the building framework for PBIS/MTSS. Each school received 5 coaching sessions and 2 site representative coaching sessions. 33 of the schools have participated the Tiered Fidelity Inventory (TFI), which is a fidelity measure for PBIS/MTSS. 24 of the schools are applying for Silver Medals based off their TFI score.<br><br>Specialized Classroom Management (Boys Town) training was provided to all staff in the Intensive Intervention program. This was in the form of a trainer from Boys Town who reviewed current practices and added the administrative referral process to all staff. | $1,015,000<br>(LCFF/Supplemental) | $1,117,145<br>(LCFF/Supplemental) |

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 4**<br>Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School. | The Safety and Violence Prevention Counselors were re-named this year to be Intervention Counselors. The Intervention Counselors were able to continue providing support to the students and the schools where they are employed. Their direct focus is on the foster and at-risk students. They provided group and individual counseling and presentations to their sites. | $752,488<br>(LCFF/Supplemental) | $757,855<br>(LCFF/Supplemental) |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 5**<br>Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's. | We currently have a School Resource Officer at each comprehensive High School; as well as, a roving SRO. The roving SRO provides roving coverage to five intermediate and several elementary sites. | $966,893 (LCFF/Supplemental) | $887,245 (LCFF/Supplemental) |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 6**<br>A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools | The counselor at Orange Grove High School was able to provide support focused on the English Learners so that they could transition back to their home site. She provided direct support while at OGHS through academic, career and social emotional support. | $68,393(LCFF/Supplemental)<br>$68,393 (Title III) | $68,870 (LCFF/Supplemental)<br>$68,393 (Title III) |

## Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 7**<br>Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.<br>Hire four additional elementary counselors to support schools with high poverty/unduplicated LCFF subgroups. Hire one additional counselor for Corona High School. | School Counselors, TK-12 were able to provide support to strengthen social/emotional skills by providing group and individual counseling and classroom presentations. They were able to provide attendance support for chronically absent students by monitoring attendance and placing students in groups and attending SART and SARB meetings. Students were able to create 4-year plans utilizing the California Colleges website. Incoming 9th graders also met with their counselor to create 4-year plans.<br><br>Additional support was provided for students through WRAP services. Our contracted services provided in school and in-home support to best serve the students and families.<br><br>The four additional elementary counselors were hired and placed at schools with high poverty/unduplicated LCFF subgroups. They were able to provide appropriate school counseling services to help this type of student and family. The additional Corona High School counselor was hired. | $1,714,042<br>(LCFF/Supplemental) | $1,545,878<br>(LCFF/Supplemental) |

## Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 8**<br>Support mental health in district schools by implementing the following:<br><br>Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior.  Include a framework to measure results and accountability.<br><br>Maintain School Nurse to support the physical and mental health of our students.  Additional nursing services will be provided through contracted services.<br><br>Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. | Additional support was provided for students through WRAP services.  Our contracted services provided in school and in-home support to best serve the students and families.  We receive updates from our contracted services regarding the results of the services being provided.<br><br>We currently have 12 School Nurses.<br><br>STEPS aides were maintained at sites.  Continued training was provided to the aides to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary school TK-6. | $921,000 (LCFF/Supplemental) | $997,302 (LCFF/Supplemental) |

## Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 9**<br>Provide support for UNITY programs in the district to support students in the area of social-emotional growth. | District Office sponsors four annual (two night) Unity Camps at local mountain camp facilities.  Students from comprehensive and alternative high schools (grades 9-12) attend and participate in Social Emotional Learning lessons and activities provided by volunteer certificated and classified CNUSD staff.<br><br>All comprehensive high schools allocate a .2 FTE form the general fund to host a Unity Forum class. | $45,000 (LEA MAA) | $ 45,000 (LEA MAA) |

# Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 5. 1. 10**<br>Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide. | All schools updated and submitted their School Safety Plans and were Board Approved. | $2,000<br>(LCFF/Supplemental) | $815<br>(LCFF/Supplemental) |

# : GOAL 5

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District has continued to focus on the social-emotional needs of students, in addition to their academic needs.  SART has been refined to address chronically absent students in a systematic way through-out the district.  Elementary schools have been provided with one substitute day per month to provide the teacher time to be part of the attendance discussion.  This allows parents to better understand the connection between attendance and academics.  School sites continue to have access to chronic absentee reports and the data is presented to site administration 3 times per school year.  Elementary schools continue to receive training on Character Education Programs.  Teen Talk programs have expanded to include intermediate schools.  4th grade students participated in the World Kindness Youth Conference.  CNUSD has partnered with Collaborative Learning Solutions to continue to provide coaching, guidance, and resources for our 3-5-year implementation plan in which all 50 schools will be trained.  Training in the areas of Boys Town Social Skills, Restorative Practices/ Circles, and ACP/ Alternative to suspension continue to be a focus.  Counselors continue to support our students with comprehensive student transition plans such as check-in and check-out and mentoring.  They also support students through groups related to an area of need, presentations, individual and group counseling.  Other personnel used to support the social-emotional needs of students are Resource Officers that assist with providing resources, assistance and positive contact with students, staff and families to promote a positive and safe learning environment.  Mental health supports are in place for students and families through WRAP services.  Unity programs were offered to support Foster Youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The focus has continued to be on reducing chronic absenteeism, reducing the suspension rate and creating and maintaining a positive and safe learning environment for all students.  CNUSD is proud to have the lowest chronic absenteeism rate in all of Riverside County.  We have continued to target our Foster Youth, Homeless Youth, and Socio-economically disadvantaged, as these groups of students have higher chronic absenteeism rates than the district's overall rate.  The data displayed below is CNUSD's Chronic Absenteeism Data for the 2016-2017 school year by subgroup. This data helps us to identify specific groups of students in which to target with supports in the way of school attendance.  It informs our work in helping us to allocate resources to families in need of supports in order to attend school.  The Chronic Absenteeism Data is also disaggregated by grade level in order to address grade levels in which we find higher chronic absenteeism rates.

All intermediate students attended the "Teen Talk" training and all 4th grades students attended the World Kindness Youth Conference.  The programs within this goal are designed to improve school culture and climate, lower suspensions and expulsions, dropout rates and increase graduation rates, attendance and other academic indicators.  Schools have maintained creating a safe school climate.  The actions under Goal 5 were implemented as planned for the 2017-2018 school year and after review of the services and actions in this goal, in concert with other services and actions in the LCAP, CNUSD finds that this service has been effective in advancing the progress towards the goals outlined in LCAP.

| Subgroup | Cumulative Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|
| English Learners | 8,516 | 618 | 7.3% |
| Foster Youth | 536 | 92 | 17.2% |
| Homeless Youth | 390 | 78 | 20.0% |
| Socioeconomically Disadvantaged | 26,412 | 2,733 | 10.3% |
| Students with Disabilities | 7,085 | 908 | 12.8% |
| Name | Cumulative Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| Corona-Norco Unified | 56,025 | 4,379 | 7.8% |
| Riverside County | 449,493 | 53,141 | 11.8% |
| Statewide | 6,405,496 | 694,030 | 10.8% |

| GRADE | NUMBER severe chronic absence | PERCENT severe chronic absence | NUMBER moderate chronic absence | PERCENT moderate chronic absence | NUMBER ALL chronic absence (severe + moderate) | PERCENT ALL chronic absence (severe + moderate) |
|---|---|---|---|---|---|---|
| Grade TK | 29 | 3.4% | 110 | 12.9% | 139 | 16.3% |
| Grade K | 57 | 1.6% | 300 | 8.2% | 357 | 9.7% |
| Grade 1 | 57 | 1.4% | 256 | 6.3% | 313 | 7.7% |
| Grade 2 | 35 | 0.9% | 236 | 5.9% | 271 | 6.8% |
| Grade 3 | 44 | 1.1% | 213 | 5.3% | 257 | 6.4% |
| Grade 4 | 47 | 1.1% | 188 | 4.5% | 235 | 5.6% |
| Grade 5 | 38 | 0.9% | 197 | 4.6% | 235 | 5.5% |
| Grade 6 | 50 | 1.1% | 225 | 5.1% | 275 | 6.3% |
| Grade 7 | 111 | 2.5% | 332 | 7.5% | 443 | 10.1% |
| Grade 8 | 105 | 2.4% | 323 | 7.3% | 428 | 9.7% |
| Grade 9 | 152 | 3.3% | 262 | 5.6% | 414 | 8.9% |
| Grade 10 | 204 | 4.5% | 305 | 6.7% | 509 | 11.1% |
| Grade 11 | 260 | 5.5% | 367 | 7.7% | 627 | 13.2% |
| Grade 12 | 395 | 8.3% | 466 | 9.8% | 861 | 18.2% |
| Grade 80 | 26 | 17.6% | 23 | 15.5% | 49 | 33.1% |
| Totals | 1,610 | 2.8% | 3,803 | 6.7% | 5,413 | 9.5% |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for goal 5.1.1 will continue to be added for the remainder of the year, as we continue to provide attendance incentives to schools that have had excellent attendance for the third period of the 2017-2018 school year and those that have been successful in reducing chronic absenteeism.  We will also continue to incur costs for action 5.1.2 as schools continue to need support in implementing the character education program at their site.  All other costs have nearly reached or slightly exceeded the anticipated cost. Indicators show that existing actions/services are effective and CNUSD is making progress toward goals. Therefore, CNUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support positive school environments and support students.  Excess funds were allocated to actions and services that were underfunded.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although we have had much success with our attendance incentive program, we will take a more comprehensive approach next year to student attendance.  We will continue to look at data to target isolated dates in which we wish to publicize and promote good attendance, but we will also promote excellent school attendance through a district-wide campaign approach in which one message can be heard on the importance of attendance from school to school.  We will continue to use the Chronic Absenteeism Data to inform our work in regards to allocating resources and education to those student groups struggling to maintain excellent school attendance.  For the 2017-2018 school year, we added the Panorama Student Survey in order to obtain feedback and include student voice in regards to CNUSD's Social Emotional Learning Environment.  The survey was administered to over 10,000 students in grades 4, 7, and 8.  The data serves as our baseline data and is being used to inform our next steps in providing students with a favorable Social Emotional Learning Environment in which they can learn.  All other actions will continue as planned.  CNUSD will continue to implement planned actions/services to maintain progress toward goal of implementing measures at all schools to foster positive school environments and support students. Based on data analysis and stakeholder recommendations, additional Actions and Services have been added to the Local Control and Accountability Plan.  These are the addition of 2 counselors, one for the CNUSD Hybrid School and another to support the Foster Youth in the Eastvale area in Action 5.7.   All metrics for Goal 5 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

# Goal 6

Goal 6: Establish family and school partnerships which build solid relationships between school and family

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2:  State Standards (Conditions of Learning) and Priority 3:  Parental Involvement (Engagement)

Local Priorities: *CNUSD Strategic Plan Goals 3*

## Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| **School Climate**<br>***Parent Satisfaction and School Climate Surveys to gather input to support district decisions.***<br>Using the 2016 California Heathy Kids Survey parent component: | **School Climate**<br>*Parent Satisfaction and School Climate Surveys to gather input to support district decisions.* |

**Expected column:**

- 94% of our parents who responded to the survey agreed that their school is an inviting place for students to learn
- 78% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and
- 78% agreed that the school welcomes parent input and contribution.

**Improvement Goal to increase achievement**

| Expected Growth | Parent Satisfaction Rates EAMO |
|---|---|
| Maintain or increase current levels | |
| School is Inviting | 95% |
| School encourages students of all races to enroll in challenging courses | 80% |
| Schools welcome parent input | 80% |

*Teacher Satisfaction/Climate Survey*
Baseline data demonstrates:
88% of surveyed teachers indicated that there was a welcoming environment at the school site
100% of surveyed teachers reported that schools and classrooms were safe
82% of surveyed teachers reported that a school site anti bulling plan was important

**Actual column:**

| Parent/Teacher Survey Results | EAMO |
|---|---|
| 85% of our parents who responded to the survey agreed that their school is an inviting place for students to learn | Not met |
| 74% of our parents who responded to the survey agreed that the school encourages students of all races to enroll in challenging courses and | Not met |
| 70% agreed that the school welcomes parent input and contribution | Not met |

.

|  |  |
|---|---|
| **Expected** | **Actual** |

**Improvement Goal to increase achievement**

| Expected Growth | Parent Satisfaction Rates EAMO |
|---|---|
| Maintain or increase current levels | |
| Welcoming environment at the school site | 89% |
| Safe school and classroom environment | 100% |
| Developing a school site anti-bullying plan that addresses bullying at all levels | 83% |

**Teacher Satisfaction and School Climate Survey Results**

| Parent/Teacher Survey Results | EAMO |
|---|---|
| 87% of surveyed teachers indicated that there was a welcoming environment at the school site | Not Met |
| 92% of surveyed teachers reported that schools and classrooms were safe | Not met |
| 79% of surveyed teachers reported that a school site anti bulling plan was important | Not Met |

**Parent Involvement**

*Number of parents participating in parent/community partnership activities such as surveys, educational workshops, volunteering at school sites, and services provided at the Parent Center, etc.*

*Growth Data*

| *15/16* | *16/17* |
|---|---|
| 4,657 parents | 7,500 parents |

**Parent Involvement**

The amount of parents participating in district-sponsored activities has increased tremendously. These activities include parent engagement surveys, family engagement activities, parent education workshops, family counseling, site based events, and our DADS All In Program activities!

| *17/18* | EAMO |
|---|---|
| 9,730 parents | Met |

**Improvement Goal to increase achievement**

| Expected Growth | Parent Involvement Rates EAMO |
|---|---|
| Maintain or increase current levels | 7,500 parents |

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 6. 1. 1** Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.  Programs to support the family partnership and positive school climate will be implemented such as: | The annual needs assessment has been completed and will be conducted Spring of 2018. Individual surveys will be provided for all parent advisory councils to complete during a regularly scheduled council meeting and returned to the Student and Family Support Department by May 30, 2018. All CNUSD families will be invited to take the survey online and paper copies will be provided at all school site front offices.  The data from this survey will provide us with specific feedback on our work with parent | $25,000 (LCFF/Supplemental) | $0 (LCFF/Supplemental) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| • Action Team for Partnership (ATP)<br>• Community and School Impact Network (CSI)<br>• Parent Project/Parent Education Workshops<br>• Counseling Plan/Summer Connect/Student-Parent Outreach<br>• Family Friendly Schools Workshops<br>• Provide support for Parent Information Nights<br>Mentorship (middle schools). | engagement as a district and will be used as a way to target certain areas for the coming up years.<br><br>Programs that support family partnership and positive school climate completed during the 2018-20190 school year included:<br><br>Administrator training on Action Team for Partnerships<br><br>Four bimonthly Community and School Impact Network meetings<br><br>Multiple classes supporting families in the areas of academic rigor, social emotional supports, and mental health.<br><br>Family Friendly schools training for two high schools<br><br>Transition to high school program was created and conducted at every comprehensive high school in effort to educate all middle school parents in academic and educational pathways for their students at the high school level. Approximately 200 parents participated in the program.<br><br>Little Scholars program was conducted for parents who have preschool age children focusing on literacy and math skills for children ages 3 and 4. The program was offered in both English and Spanish. | | |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 6. 1. 2**<br>Establish a centralized Parent Center for parents to access the following:<br>• College and Career Pathways<br>• Academic Support<br>• Interventions and counseling<br>• Parent Information Workshops/Training<br>• Support for parental involvement<br>• Mentorship Resources/Programs.<br><br>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:<br>• Director<br>• TSA<br>• Clerical support | All schools were provided with the opportunity to receive professional development on Action Team for Partnerships. To date 14 schools have participated. The Community and School Impact Network was held 4 times this year with over 60% of our schools participating consistently. Some of the schools attending received grants of $500.00 to increase family engagement at their school sites. Numerous parent education programs were offered continuously throughout the year. These classes/workshops included the following: Parent Project, Loving Solutions, Educate, Equip, and Support, Teen Driving, CTE pathways, Career information Nights, college nights, and many more. This year 30 front office employees were trained in our Family Friendly School workshop. This year we averaged 650 visits per month and are on the rise. During office hours we offered a drop-in service for families who needed to be linked to community resources including food, shelter, clothing, or mental health services. The Heart clothing closet was opened this year and has served over 150 people with new clothes and toiletries. This year we offered two days per week for family counselling and small support groups. Our mentorship program is still being developed and will focus on providing support for chronic absenteeism students.<br><br>Personnel for the Parent Center is currently complete, but due to the wide range of services and hours of the center additional support staff is needed in order to grow. If funding becomes available we would like to hire 1-2 additional community assistants that would focus primarily on foster, homeless, and chronic absenteeism students. | $885,024<br>(LCFF/Supplemental) | $842,054<br>(LCFF/Supplemental) |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Goal 6. 1. 3** Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools. | DELAC meetings have been held monthly all year and is supported by the Corona Norco USD English Learner Department. ELAC meetings are held at sites and support is provided by the district office based upon request. Project to Inspire will be offered to all Spanish-speaking families who would like to become parent leaders at the school sites. The District Advisory Council meets frequently and has been given the opportunity provide feedback on our parent engagement board policies. | $5,000 (LCFF/Supplemental) | $995 (LCFF/Supplemental) |

## [Analysis]: GOAL 6

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we have implemented primarily all items as outlined in our articulated goal. Parent classes were implemented with fidelity and were evaluated for their effectiveness by using pre and post assessments. Additional data has been collected that assist in getting data on services provided as well as the numbers of those participating in each program. This year we connected the dots between district goals and the Parent center by supporting our online re-enrollment process, providing math tutoring for students, providing an open computer lab for students to complete I-Ready after school, mental health linkage services, literacy camps, and multiple opportunities for school sites teams to receive professional development on best practices in working with families. Our average visits to the center in years past have been 650 and has now increased to over 1000 visits per month.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In many ways, the work taking place in the Student and Family Support Department as well as the Parent Center has supported the districtwide goals of engaging parents to support student learning. This year we have been intentional in providing numerous opportunities for parents to learn about career and college pathways, as well as our CTE program options. This intentionality has provided our parents with the resources and tools needed to make educated decisions about their child's education. We have focused on providing not just academic support through tutoring, but also social-emotional support through counseling services and a strong partnership with community organizations such as the United Way, and University Health Systems- Riverside to provide more long term mental health support. Excess funds were allocated to actions and services that were underfunded.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most programs we implemented largely as planned without significant impact to the budget. Minimal difference between budgeted and expended occurred. Slight increase into budgeted allocations for parent center staff may have occurred due to an increase in benefit packages. It is not considered significant. When considering action 6.1, $25,000 was allocated and it was decided to complete the surveys using in house resources rather than contract for the survey process. All metrics for Goal 6 have been calibrated and adjusted in relation to the current levels of achievement and the expected growth for 2018-19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CNSUD Students and Family Support department will continue to implement planned actions/service to maintain progression towards goals. We will consider a revision of the goals to target areas that are more specific in the future.

# Stakeholder Engagement

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A forty-four (44) member LCAP Advisory Committee met throughout the year to monitor programs and provide input in the form of recommendations for the revision of the LCAP.   This group included representatives from community members; 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; site and district office administrators representing all district divisions.  Each group numbered 11 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.  Additionally, input was gathered regarding topics of presentations the stakeholder groups wanted to be addressed during the LCAP Advisory meetings. Meetings with the individual groups took place in:  August 14, 2017 (Management), August 24, 2017 (CSEA), August 31, 2017 (CNTA) and September 1, 2107 (Parents).   The committee met together on the following dates: 10/11/17, 11/6/18, 11/16/17, 11/30/18, 12/13/17, 1/25/18 and 2/21/18.  During the first meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the elements of the CNUSD LCAP. During the subsequent meetings, staff members brought information about the implementation of the following LCAP initiatives: CAASPP data review, Positive Behavior Intervention and Supports (PBIS) including suspension and expulsion data, High School student LCAP input, Career Technical Education (CTE) and STEM, attendance and chronic absenteeism initiatives, increasing advanced placement participation through Equal Opportunities School (EOS), Special Education, Educational Technology, and an update on graduation rates. These presentations included quantative 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, charting and 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.


Outreach to students about LCAP is a very important part of our work with the revision process. The process included a student-led meeting at six high schools and three intermediate schools in CNUSD. . During the focus group meeting, students discussed the LCAP programs that they see at their school sites, if they were participating in these programs and whether they see value in the programs. The next steps in the process during the focus group meeting was to reflect upon the skills they will need as they leave our TK-12 educational system and what supports can the district provide to attain those goals. The input was gathered digitally and quantified to provide priorities for the students. Meetings were scheduled with each high school in the district, including the continuation schools. These focus group sessions included students that reflected the demographics of the school and were held in the months of January through March. Approximately 500 students from all backgrounds, including English Learners, Low Income students and Foster Youth were involved in these meetings. A short video about LCAP was presented to provide background knowledge.  Students were given copies of the LCAP Executive summary which lists all the programs that are included in the LCAP along with the LCAP infographic with data about the district.  Students were then asked to reflect on and discuss that information. Input was gathered about future actions that should be considered for the upcoming document.

The LCFF/ LCAP Informational Video and Survey were sent out to parents and school site staff on April 5, 2018 via email, text message, and Message Broadcast sources. Both items were also posted on the opening page of the District website.

During the month of April 2018, within a Principal's meeting, principals were given information about the design of the LCAP, the revision process and time-line. Additionally, a review of quantitative and qualitative data was performed along with a review of the focus areas and programs. Site administrators were provided this presentation and material to share the LCAP with their school staff to garner feedback. Surveys have been performed to collect input regarding focus areas in the areas of professional development and next steps for programs.

The 2018/20 LCAP was presented to the District English Language Advisory Committee in February and March 2016 to provide information to the site representatives and discussion of needs and priorities. Members from the DELAC were members of the LCAP Advisory Committee. Several members of DELAC participate and are representatives on the LCAP Advisory Committee. Feedback was gathered from DELAC during the meeting. Comment and question cards were collected during the meeting. Answers to the comments and questions were presented to the members in May 2018.

The LCAP draft was presented to the District Advisory Committee in May 2017. Discussions during this meeting centered on the writing process and how the actions and services indicated an increase in services for low income, English learners and foster youth. Several members who were part of the LCAP Advisory Committee discussed the information and processes in the LCAP Advisory Committee. Feedback was gathered and the responses to the comments and questions were presented to the committees in June, 2017.

# Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top recommendations made by the LCAP Advisory Committee to be considered while revising the LCAP for 2018/19 are:

- Reduction of class sizes in grades K-2 to better support at risk students
- Additional counseling services
- Implementation of a comprehensive arts program at the elementary level to support at risk students

Student recommendations to be considered when revising the LCAP were focused and well-articulated. They include:

- Career training
- Social and emotional learning support
- Focus on communication and critical thinking in courses
- Classes that support the attainment of people skills

The responses from the DELAC included:

- Making sure that the schools have the funding that is needed to support English Learners
- Use data to evaluate programs
- Focus on social emotional support for students
- Continue with the expansion of AVID
- 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

Feedback from the DAC included:

- The LCAP outcomes are important
- Professional development for the teaches is very important
- Members stated support for the expansion of AVID, expansion of Advanced Placement classes and CTE classes
- Continue the expansion of the counseling program to support the social emotional development of CNUSD students

Based on data analysis and recommendations from constituents several important actions and services will be added to the 2018-19 LCAP. In order to support English Learners, Foster Youth and Low Income students toward stronger academic achievement in the area of Literacy, additional teachers will be hired to reduce class sizes in grades Kinder, 1st, and 2nd.  Research has shown that the arts prepare students for success in school, work and life by boosting math and literacy achievement, developing creativity and critical thinking skills, strengthening perseverance, and facilitating cross-cultural understanding.  The unduplicated students in CNUSD would benefit from a comprehensive approach to the Arts and as such, a comprehensive Elementary Arts program will be designed during 2018-19.  As CNUSD is focused on providing a nurturing environment with Social Emotional Support, additional Counselors were added to support the Foster Youth.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 1

Goal 1: Increase the quality and rigor of the core curriculum and Instruction implementing Common Core State Standards

## State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goals* 1

## Identified Need:

CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career.

The following needs were identified because of reviewing data on state and local metrics:

**State Assessment Results**

CAASPP Data

Percent of students who met or exceeded standards:

| | **English Language Arts 2016** | **English Language Arts 2017** | **Math 2016** | **Math 2016** |
|---|---|---|---|---|
| *Overall* | 59% | 59.72% | 43% | 45.9% |
| | **Graduation Rate   2016** | | **Graduation Rate   2017** | |
| *Overall* | 92.8% | | 97.4% | |
| | **High School Dropout Rate   2016** | | **High School Dropout Rate   2017** | |
| *Overall* | 2.6% | | 0.8% | |

Appropriate Teacher Assignment (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

Student Access to Core Materials (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

Facilities in Good Repair (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

English Learner Reclassification Rate

14/15 –12.9%

15/16 –13.5%

16/17 –11%

Implementation of the Academic Content and Performance Standards Adopted by the State Board

14/15 –100%

15/16 –100%

16/17 –100%

English Learner Access to CCSS and ELD Standards for Purposed to gaining Academic Content Knowledge and English Language Proficiency

14/15 – Transitioning into ELA/ELD standards

15/16 – Piloting ELA/ELD materials in preparation for adoption and implementing standards

16/17 –Implementing new ELA/ELD materials

# Expected Annual Measureable Outcomes

**ENGLISH**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | ELA - 59%<br>High - Increased | ELA - 59.72% | ELA - 63% | ELA - 66% |
| Hispanic | ELA - 50%<br>Low - Increased | ELA - 50.72% | ELA - 56% | ELA - 61% |
| English Learners | ELA - 16%<br>Low - Increased | ELA - 14.91% | ELA - 20% | ELA - 25% |
| Low Income | ELA - 47%<br>Low - Increased | ELA - 46.15% | ELA - 52% | ELA - 57% |
| Foster Youth | N/A | ELA - 31.40% | ELA - 37% | ELA - 42% |
| African American | ELA - 55%<br>Medium - Increased | ELA - 55.28% | ELA - 61% | ELA - 66% |
| Special Education | ELA - 14%<br>Very low - Increased | ELA - 16.20% | ELA - 22% | ELA - 27% |

## MATH

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | MATH - 43%<br>Medium - Increased | MATH - 45.49% | MATH - 49% | MATH - 52% |
| Hispanic | MATH - 33%<br>Low - Increased | MATH - 34.77% | MATH - 40% | MATH – 45% |
| English Learners | MATH - 13%<br>Low - Increased | MATH - 14.98% | MATH - 20% | MATH - 25% |
| Low Income | MATH - 30%<br>Low - Increased | MATH - 31.94% | MATH – 37% | MATH – 42% |
| Foster Youth | N/A | Math – 23.3% | Math – 29% | Math – 34% |
| African American | MATH – 34%<br>Low - Increased | MATH - 34.86% | MATH - 40% | MATH - 45% |
| Special Education | MATH - 11%<br>Very Low - increased | MATH - 12.18% | MATH - 18% | MATH – 23% |

## A-G COMPLETION

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 50.2% | 52.25% | 54.2% | 56.2% |
| Hispanic | 40.8% | 44.02% | 46.8% | 49.8% |
| RFEP | N/A | 51.55% | N/A | N/A |
| English Learners | 3.3% | 3.86% | 9.3% | 12.3% |
| Low Income | 39.3% | 41.52% | 45.3% | 48.3% |
| Foster Youth | N/A | 16.67% | N/A | N/A |
| African American | 50.5% | 51.14% | 56.5% | 59.5% |

**AP PARTICIPATION**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 5,440 | 4606 / 25.81% | 27.81% | 29.81% |
| Hispanic | 2,322 | 1934 / 20.94% | 23.94% | 26.94% |
| RFEP | 1,377 | 1116 / 27.41% | 30.41% | 33.41% |
| Low Income | 1,928 | 1499 / 19.27% | 22.27% | 25.27% |
| Foster Youth | 12 | 8 / 5.06% | 8.06% | 11.06% |
| African American | 404 | 300 / 22.37% | 25.37% | 28.37% |

**PARTICIPATION IN AP TESTS**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 3781 | 3643 / 79.09% | 80.09% | 81.09% |
| Hispanic | 1472 | 1460 / 75.49% | 77.49% | 79.49% |
| RFEP | 967 | 899 / 80.56% | 82.56% | 84.56% |
| Low Income | 1265 | 1179 / 78.65% | 80.65% | 82.65% |
| Foster Youth | 9 | 6 / 75.00% | 77.00% | 79.00% |
| African American | 239 | 207 / 69.00% | 71.00% | 73.00% |

## AP PASS RATE

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 53.4% | 54.68% | 53.6% Meet or exceed county levels | 53.7% Meet or exceed county levels |

## EL RECLASSIFICATION RATE

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 11% | 11% | 12% Meet or exceed county levels | 12% Meet or exceed county levels |

## EL PROGRESS TOWARD ENGLISH PROFICIENCY

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 63.1% | 77.7% | 77.7% Meet or exceed county levels | 77.7% Meet or exceed county levels |

## EAP

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| ELA | 69% | 69.87% | 73% | 75% |
| Math | 34% | 40.64% | 38% | 40% |

**LOCAL INDICATORS**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Appropriate teacher assignment | 100% | Maintain 100% | Maintain 100% | Maintain 100% |
| Student access to core materials | 100% | Maintain 100% | Maintain 100% | Maintain 100% |
| Facilities in good repair | 100% | Maintain 100% | Maintain 100% | Maintain 100% |

**Implementation of the Academic Content and Performance Standards Adopted by the State Board of Education**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| ELA | 100% | 100% | 100% | 100% |
| Math | 100% | 100% | 100% | 100% |

**EL Access to and Implementation of CCSS and ELD Standards**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| ELA/ELD | Implementing new ELA/ELD materials | 100% | 100% | 100% |

CNUSD has engaged in California's School Dashboard self-reflection tool on the Local Metrics. Using this tool, to measure the district progress related to the Local Indicators, CNUSD has met the state expectation for Basics (Teachers, Instructional Materials and Facilities), Implementation of Academic Standards and Parent Engagement.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action        1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
|  |  |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| **English Learners, Foster Youth, Low Income** | LEA Wide | LEA Wide |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1.1.1 (a-c)**<br>High quality staff will provide and support rigorous instruction and programs daily.<br><br>d) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous based instruction daily and support services.<br><br>e) Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.<br><br>f) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. | **Goal 1.2.1 (a-d)**<br>High quality staff will provide and support CCSS instruction and programs daily.<br><br>a) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous instruction daily and support services.<br><br>b) Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.<br><br>c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.<br><br>d) An Intern Program with New York University will be implemented focus in hard to hire areas in intermediate and secondary schools with high numbers of unduplicated students. | **Goal 1.2.1 (a-d)**<br>High quality staff will provide and support CCSS instruction and programs daily.<br><br>a) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous instruction daily and support services.<br><br>b) Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites.<br><br>c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students.<br><br>d) An Intern Program with New York University will be implemented focus in hard to hire areas in intermediate and secondary schools with high numbers of unduplicated students. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $219,161,344 (LCFF)<br>b) $25,463,488 (LCFF)<br>c) $70,309,732 (LCFF) | a) $219,161,344 (LCFF)<br>b) $25,463,488 (LCFF)<br>c) $70,309,732 (LCFF)<br>d) $381,180 (LCFF Supplemental)<br>    $150,000 (Title II) | a) $219,161,344 (LCFF)<br>b) $25,463,488 (LCFF)<br>c) $70,309,732 (LCFF)<br>d) $381,180 (LCFF Supplemental)<br>    $150,000 (Title II) |
| Source | LCFF/Supplemental | LCFF/Supplemental, Title II | LCFF/Supplemental, Title II |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) |

## Action 2

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be served selection here]

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 2 (a-c)**<br>Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair<br><br>a) All students will have sufficient textbooks and instructional materials.<br><br>b) Supplemental Instructional materials will be purchased to support differentiation principally directed toward unduplicated count students.<br><br>c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. | **Goal 1. 2. 2 (a-c)**<br>Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair<br><br>a) All students will have sufficient textbooks and instructional materials.<br><br>b) Supplemental Instructional materials will be purchased to support differentiation principally directed toward unduplicated count students<br><br>c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. | **Goal 1. 2. 3 (a-c)**<br>Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair<br><br>a) All students will have sufficient textbooks and instructional materials.<br><br>b) Supplemental Instructional materials will be purchased to support differentiation principally directed toward unduplicated count students<br><br>c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $2,574,940 (LCFF)<br><br>b) $800,000 (LCFF/Supplemental)<br><br>c) $24,043,912 (LCFF)<br>$394,622 (LCFF/Supplemental) | a) $2,574,940 (LCFF)<br><br>b) $0<br><br>c) $24,043,912 (LCFF)<br>$423,272(LCFF/Supplemental) | a) $2,574,940 (LCFF)<br><br>b) $565,570 (LCFF/Supplemental)<br><br>c) $24,043,912 (LCFF)<br>$423,272(LCFF/Supplemental) |
| Source | LCFF, LCFF/Supplemental | LCFF, LCFF/Supplemental | LCFF, LCFF/Supplemental |
| Budget Reference | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: | Scope of Services: | Location(s): |
| --- | --- | --- |
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

**Actions/Services**

| 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- |
| Modified | Modified | Modified |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 3 (a-f)**<br>High quality professional development will be made available to all staff and follow-up support and coaching will be provided.<br><br>a) Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional development 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 areas of needed professional development.<br><br>b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.<br><br>c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.<br><br>d) Continue to support the educational process for At- Risk 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.<br><br>e) Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.<br><br>f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. | **Goal 1. 2. 3 (a-f)**<br>High quality professional development will be made available to all staff and follow-up support and coaching will be provided.<br><br>a) Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional development 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 areas of needed professional development.<br><br>b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.<br><br>c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.<br><br>d) Continue to support the educational process for At- Risk 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.<br><br>e) Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.<br><br>f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.<br><br>g) Provide support to continue to continue supporting schools implementing a systematic approach in the areas of teaching and learning | **Goal 1. 3. 3 (a-f)**<br>High quality professional development will be made available to all staff and follow-up support and coaching will be provided.<br><br>a) Provide all teachers with up to 30 hours of PD on research based strategies and pedagogy to effectively implement rigorous instruction, differentiation and implementation of instructional technology. Professional development 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 areas of needed professional development.<br><br>b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities.<br><br>c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS.<br><br>d) Continue to support the educational process for At- Risk 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.<br><br>e) Provide and support the implementation of CCSS standards based instruction. Instructional Coaches will continue to provide CCSS implementation support.<br><br>f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis.<br><br>g) Provide support to continue to continue supporting schools implementing a systematic approach in the areas of teaching and learning<br><br>h) Provide additional support in rigorous curriculum |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | a) $1,800,000(LCFF /Supplemental)<br><br>b) $100,000 (LCFF)<br><br>c) $200,000 (LCFF Supplemental)<br><br>d) $1,571,312 (Title I, Title II, Title III) $525,987(LCFF Supplemental)<br><br>e) $1,771,500 (LCFF Supplemental)<br><br>f) $129,998 (LCFF Supplemental) | a) $1,800,000(LCFF Supplemental)<br><br>b) $100,000 (LCFF)<br><br>c) $200,000 (LCFF Supplemental)<br><br>d) $1,571,312 (Title I, Title II, Title III) $525,987(LCFF Supplemental)<br><br>e) $2,099,901 (LCFF Supplemental)<br><br>f) $135,348 (LCFF Supplemental)<br><br>g) $300,000 (LCFF Supplemental) | a) $1,800,000(LCFF Supplemental)<br><br>b) $100,000 (LCFF)<br><br>c) $200,000 (LCFF Supplemental)<br><br>d) $1,571,312 (Title I, Title II, Title III) $525,987(LCFF Supplemental)<br><br>e) $2,099,901 (LCFF Supplemental)<br><br>f) $135,348 (LCFF Supplemental)<br><br>g) $300,000 (LCFF Supplemental)<br><br>h) $565,579 (LCFF Supplemental) |
| Source | LCFF Supplemental, Title I, Title II, Title III | LCFF Supplemental, Title I, Title II, Title III | LCFF Supplemental, Title I, Title II, Title III |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 4

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

### Actions/Services

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 4 (a-d)** | **Goal 1. 2. 4 (a-d)** | **Goal 1. 3. 4 (a-d)** |
| Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: | Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: | Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: |
| a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support. | a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support. | a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT technicians will be provided to assist with educational technology support. |
| b) 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. | b) 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. | b) 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. |
| c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. | c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. | c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. |
| d) 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. | d) 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. | d) 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. |
| | e) With the implementation of iReady and various assessments, 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. | e) With the implementation of iReady and various assessments, 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. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $765,998 (LCFF Supplemental)<br>b) $50,000 (LCFF Supplemental)<br>c) $1,103,099 (LCFF Supplemental)<br>d) $150,000 (LCFF Supplemental) | a) $861,662 (LCFF Supplemental)<br>b) $50,000 (LCFF Supplemental)<br>c) $1,103,099 (LCFF Supplemental)<br>d) $186,000 (LCFF Supplemental)<br>e) $168,000 (LCFF Supplemental) | a) $861,662 (LCFF Supplemental)<br>b) $50,000 (LCFF Supplemental)<br>c) $1,103,099 (LCFF Supplemental)<br>d) $186,000 (LCFF Supplemental)<br>e) $168,000 (LCFF Supplemental)) |
| Source | LCFF Supplemental | LCFF Supplemental | LCFF Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

# Action 5

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

| Students to be Served: | Scope of Services: | Location(s): |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

## Actions/Services

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Unchanged | Modified | Modified |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 5** Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program (formerly BTSA). | **Goal 1. 2. 5** Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA). | **Goal 1. 3. 5** Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA). |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $865,690 (LCFF/Supplemental) | $801,520 (LCFF/Supplemental) | $801,520 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated),3XXX (Benefits) | 1XXX (Certificated),3XXX (Benefits) | 1XXX (Certificated),3XXX (Benefits) |

# Action 6

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| --- | --- | --- |
| English Learners, Foster Youth, and Low Income | LEA-wide | Specific Schools: High Schools and Title I Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| **Goal 1. 1. 6 (a-b)**<br>a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.<br><br>b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. | **Goal 1. 2. 6 (a-b)**<br>a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.<br><br>b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. | **Goal 1. 3. 6 (a-b)**<br>a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school.<br><br>b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $1,610,000 (LCFF/Supplemental)<br>b) $1,000,000 (Title I) | a) $1,610,000 (LCFF/Supplemental)<br>b) $1,000,000 (Title I) | a) $1,610,000 (LCFF/Supplemental)<br>b) $1,000,000 (Title I) |
| Source | LCFF/Supplemental, Title I | LCFF/Supplemental, Title I | LCFF/Supplemental, Title I |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

# Action     7

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 7 (a-b)**<br>a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS.<br><br>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. | **Goal 1. 2. 7 (a-b)**<br>a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS.<br><br>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. | **Goal 1. 3. 7 (a-b)**<br>a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS.<br><br>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. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $167,557 (LCFF/Supplemental)<br>b) $45,000 (LCFF/Supplemental) | a) $182,549 (LCFF/Supplemental)<br>b) $45,000 (LCFF/Supplemental) | a) $182,549 (LCFF/Supplemental)<br>b) $45,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

# Action 8

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| **Goal 1. 1. 8**<br>The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules. | **Goal 1. 2. 8**<br>The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules. | **Goal 1. 3. 8**<br>The creation of an Online School will allow the district to provide a high quality educational option for students who are currently not attending CNUSD schools. Additionally it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $300,000 (LCFF/Supplemental) | $300,000 (LCFF/Supplemental) | $300,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

# Action 9

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1. 9**<br>Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth | **Goal 1. 2. 9**<br>Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth | **Goal 1. 3. 9**<br>Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $90,000 (LCFF)<br>$85,000 (LCFF/Supplemental) | $90,000 (LCFF)<br>$331,179 (LCFF/Supplemental) | $90,000 (LCFF)<br>$331,179 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

# Action 10

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 1. 1.10**<br>Provide support for VAPA programs with additional funding to by supplies. | **Goal 1. 2. 10**<br>Design a Comprehensive Arts program for Elementary Schools. | **Goal 1. 3. 10**<br>Design a Comprehensive Arts program for Elementary Schools.<br>. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $40,000 (LCFF/Supplemental) | $808,414 (LCFF/Supplemental) | $808,414 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 2

Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program

## State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goals* 2

## Identified Need:

CNUSD Student Achievement Data demonstrates the need to continue the process of increasing academic achievement to prepare students for College and Career.

The following needs were identified because of reviewing data on state and local metrics:

**State Assessment Results**

**CAASPP Data**

Percent of students who met or exceeded standards

| | English Language Arts 2016 | English Language Arts 2017 | Math 2016 | Math 2016 |
|---|---|---|---|---|
| *Overall* | 59% | 59.72% | 43% | 45.9% |
| | Graduation Rate   2016 | | Graduation Rate   2017 | |
| *Overall* | 92.8% | | 97.4% | |
| | High School Dropout Rate   2016 | | High School Dropout Rate   2017 | |
| *Overall* | 2.6% | | 0.8% | |

Appropriate Teacher Assignment (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

Student Access to Core Materials (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

Facilities in Good Repair (based on Williams visit data)

14/15 –100%

15/16 –100%

16/17 –100%

English Learner Reclassification Rate

14/15 –12.9%

15/16 –13.5%

16/17 –11%


Implementation of the Academic Content and Performance Standards Adopted by the State Board

14/15 –100%

15/16 –100%

16/17 –100%


English Learner Access to CCSS and ELD Standards for Purposed to gaining Academic Content Knowledge and English Language Proficiency

14/15 – Transitioning into ELA/ELD standards

15/16 – Piloting ELA/ELD materials in preparation for adoption and implementing standards

16/17 –Implementing new ELA/ELD materials

# Expected Annual Measurable Outcomes

## ENGLISH

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Overall | ELA - 59%<br>High - Increased | ELA - 59.72% | ELA - 63% | ELA - 66% |
| Hispanic | ELA - 50%<br>Low - Increased | ELA - 50.72% | ELA - 56% | ELA - 61% |
| English Learners | ELA - 16%<br>Low - Increased | ELA - 14.91% | ELA - 20% | ELA - 25% |
| Low Income | ELA - 47%<br>Low - Increased | ELA - 46.15% | ELA - 52% | ELA - 57% |
| Foster Youth | N/A | ELA - 31.40% | ELA - 37% | ELA - 42% |
| African American | ELA - 55%<br>Medium - Increased | ELA - 55.28% | ELA - 61% | ELA - 66% |
| Special Education | ELA - 14%<br>Very low - Increased | ELA - 16.20% | ELA - 22% | ELA - 27% |

## MATH

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Overall | MATH - 43%<br>Medium - Increased | MATH - 45.49% | MATH - 49% | MATH - 52% |
| Hispanic | MATH - 33%<br>Low - Increased | MATH - 34.77% | MATH - 40% | MATH – 45% |
| English Learners | MATH - 13%<br>Low - Increased | MATH - 14.98% | MATH - 20% | MATH - 25% |
| Low Income | MATH - 30%<br>Low - Increased | MATH - 31.94% | MATH – 37% | MATH – 42% |
| Foster Youth | N/A | Math – 23.3% | Math – 29% | Math – 34% |
| African American | MATH – 34%<br>Low - Increased | MATH - 34.86% | MATH - 40% | MATH - 45% |
| Special Education | MATH - 11%<br>Very Low - increased | MATH - 12.18% | MATH - 18% | MATH – 23% |

## A-G COMPLETION

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 50.2% | 52.25% | 54.2% | 56.2% |
| Hispanic | 40.8% | 44.02% | 46.8% | 49.8% |
| RFEP | N/A | 51.55% | N/A | N/A |
| English Learners | 3.3% | 3.86% | 9.3% | 12.3% |
| Low Income | 39.3% | 41.52% | 45.3% | 48.3% |
| Foster Youth | N/A | 16.67% | N/A | N/A |
| African American | 50.5% | 51.14% | 56.5% | 59.5% |

## AP PARTICIPATION

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 5,440 | 4606 / 25.81% | 27.81% | 29.81% |
| Hispanic | 2,322 | 1934 / 20.94% | 23.94% | 26.94% |
| RFEP | 1,377 | 1116 / 27.41% | 30.41% | 33.41% |
| Low Income | 1,928 | 1499 / 19.27% | 22.27% | 25.27% |
| Foster Youth | 12 | 8 / 5.06% | 8.06% | 11.06% |
| African American | 404 | 300 / 22.37% | 25.37% | 28.37% |

## PARTICIPATION IN AP TESTS

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 3781 | 3643 / 79.09% | 80.09% | 81.09% |
| Hispanic | 1472 | 1460 / 75.49% | 77.49% | 79.49% |
| RFEP | 967 | 899 / 80.56% | 82.56% | 84.56% |
| Low Income | 1265 | 1179 / 78.65% | 80.65% | 82.65% |
| Foster Youth | 9 | 6 / 75.00% | 77.00% | 79.00% |
| African American | 239 | 207 / 69.00% | 71.00% | 73.00% |

## AP PASS RATE

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 53.4% | 54.68% | 53.6% Meet or exceed county levels | 53.7% Meet or exceed county levels |

## EL RECLASSIFICATION RATE

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 11% | 11% | 12% Meet or exceed county levels | 12% Meet or exceed county levels |

## EL PROGRESS TOWARD ENGLISH PROFICIENCY

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 63.1% | 77.7% | 77.7% Meet or exceed county levels | 77.7% Meet or exceed county levels |

**EAP**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| ELA | 69% | 69.87% | 73% | 75% |
| Math | 34% | 40.64% | 38% | 40% |

**LOCAL INDICATORS**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| Appropriate teacher assignment | 100% | Maintain 100% | Maintain 100% | Maintain 100% |
| Student access to core materials | 100% | Maintain 100% | Maintain 100% | Maintain 100% |
| Facilities in good repair | 100% | Maintain 100% | Maintain 100% | Maintain 100% |

**Implementation of the Academic Content and Performance Standards Adopted by the State Board of Education**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| ELA | 100% | 100% | 100% | 100% |
| Math | 100% | 100% | 100% | 100% |

**EL Access to and Implementation of CCSS and ELD Standards**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| ELA/ELD | Implementing new ELA/ELD materials | 100% | 100% | 100% |

CNUSD has engaged in California's School Dashboard self-reflection tool on the Local Metrics. Using this tool, to measure the district progress related to the Local Indicators, CNUSD has met the state expectation for Basics (Teachers, Instructional Materials and Facilities), Implementation of Academic Standards and Parent Engagement.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action      1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

|  |  |
|---|---|
|  |  |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade Spans: grades 9 -12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| New | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 1** (a-d)<br>Supplemental Support will be provided to support Unduplicated students towards college readiness:<br><br>a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.(existing in 16/17 LCAP)<br><br>b) With the implementation of Equal Opportunity Schools and 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. (existing in 16/17 LCAP)<br><br>c) Expand the Puente program to support English Learner students and Hispanic students.<br><br>d) Support Dual Enrollment with Norco College. | **Goal 2. 2. 1**(a-d)<br>Supplemental Support will be provided to support Unduplicated students towards college readiness:<br><br>a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process<br><br>b) With the implementation of Equal Opportunity Schools and 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.<br><br>c) Expand the Puente program to support English Learner students and Hispanic students.<br><br>d) Support Dual Enrollment with Norco College. | **Goal 2. 3. 1**(a-d)<br>Supplemental Support will be provided to support Unduplicated students towards college readiness:<br><br>a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process.<br><br>b) With the implementation of Equal Opportunity Schools and 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.<br><br>c) Expand the Puente program to support English Learner students and Hispanic students.<br><br>d) Support Dual Enrollment with Norco College |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $100,000 (LCFF/Supplemental)<br>b) $700,000 (LCFF/Supplemental)<br>c) $10,000 (LCFF/Supplemental)<br>d) $40,000 (LCFF/Supplemental) | a) $110,000 (LCFF/Supplemental)<br>b) $600,000 (LCFF/Supplemental)<br>c) $20,000 (LCFF/Supplemental)<br>d) $40,000 (LCFF/Supplemental) | a) $110,000 (LCFF/Supplemental)<br>b) $600,000 (LCFF/Supplemental)<br>c) $20,000 (LCFF/Supplemental)<br>d) $40,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

## Action 2

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| Foster Youth | Limited to Unduplicated Student Group(s) | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 2 (a-b)**<br>Provide additional support to foster youth TK-12:<br><br>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 together 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.<br><br>b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. | **Goal 2. 2. 2 (a-b)**<br>Provide additional support to foster youth TK-12:<br><br>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 together 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.<br><br>b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. | **Goal 2. 2. 2 (a-b)**<br>Provide additional support to foster youth TK-12:<br><br>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 together 5 times a year to receive safety information, gain information and access to tutoring, and visit colleges.<br><br>b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $10,000 (McKinney Vento)<br>b) $10,000 (Title I)<br>$465,378 (LCFF/Supplemental) | a) $10,000 (McKinney Vento)<br>b) $10,000 (Title I) | a) $10,000 (McKinney Vento)<br>b) $10,000 (Title I)<br>$501,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental, McKinney Vento, Title I | LCFF/Supplemental, McKinney Vento, Title I | LCFF/Supplemental, McKinney Vento, Title I |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted) |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| | |
|---|---|
| | |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | School-wide | All Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 3** Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth. | **Goal 2. 2. 3** Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth. | **Goal 2. 3. 3** Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI, and Foster Youth. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $2,400,379 (LCFF/Supplemental) | $2,400,379 (LCFF/Supplemental) | $2,400,379 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 4

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 4(a-c)** Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economical disadvantage and foster youth:<br><br>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students with the reduction of class sizes.<br>b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools.<br>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, 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, Foster Youth. | **Goal 2. 2. 4 (a-c)** Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economical disadvantage and foster youth:<br><br>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students with the reduction of class sizes.<br>b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools.<br>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, 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, Foster Youth. | **Goal 2. 3. 4 (a-c)** Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economical disadvantage and foster youth:<br><br>a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students with the reduction of class sizes.<br>b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools.<br>c) Provide additional support for English Learners, Socioeconomically Disadvantaged, 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, Foster Youth.. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $1,242,363 (LCFF/Supplemental)<br>b) $3,714,905 (LCFF/Supplemental)<br>c) $1,529,732 (LCFF/Supplemental) | a) $1,264,117 (LCFF/Supplemental)<br>b) $4,990,993 (LCFF/Supplemental)<br>c) $1,647,975 (LCFF/Supplemental) | a) $1,264,117 (LCFF/Supplemental)<br>b) $4,990,993 (LCFF/Supplemental)<br>c) $1,647,975 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

# Action    5

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade Spans: grades 9-12 |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 5 (a-b)** Unduplicated students will be provided additional support to graduate high school. a) Provide additional opportunities for students to graduate high school through Credit Recovery. b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment. | **Goal 2. 2. 5 (a-b)** Unduplicated students will be provided additional support to graduate high school. a) Provide additional opportunities for students to graduate high school through Credit Recovery. b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment. | **Goal 2. 3. 5 (a-b)** Unduplicated students will be provided additional support to graduate high school. a) Provide additional opportunities for students to graduate high school through Credit Recovery. b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $130,977 (LCFF/Supplemental)<br>b) $147,000 (LCFF/Supplemental) | a) $205,711 (LCFF/Supplemental)<br>b) $147,000 (LCFF/Supplemental) | a) $205,711 (LCFF/Supplemental)<br>b) $147,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

# Action 6

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | School-wide | Specific Schools: Riverview and Sierra Vista Elementary Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 6**<br>Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary. | **Goal 2. 2. 6**<br>Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary. | **Goal 2. 3. 6**<br>Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students, and Foster Youth at Riverview Elementary and Sierra Vista Elementary. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $40,000 (LCFF Supplemental) | $40,000 (LCFF Supplemental) | $40,000 (LCFF Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

# Action 7

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | School-wide | Specific Schools: Auburndale Intermediate |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 7** Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students | **Goal 2. 2. 7** Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students | **Goal 2. 3. 7** Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $400,147 (LCFF Supplemental) | $428,992 (LCFF Supplemental) | $428,992 (LCFF Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

## Action    **8**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade Spans: K-8 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 8 (a-d)**<br>Intervention materials and supports will be provided in ELA and Math:<br><br>a) Materials, such as iReady, will be provided to elementary schools that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards.<br>b) Math materials will be purchased to support intervention at Intermediate schools<br>c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade.<br>d) Interventions will be provided principally directed toward English Learners, Low Income students and foster Youth such as iStation. | **Goal 2. 2. 8 (a-c)**<br>Intervention materials and supports will be provided in ELA and Math:<br><br>a) Materials, such as iReady, will be provided to grades K-8 that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards.<br>b) Math materials will be purchased to support intervention at Intermediate schools. Supplemental Materials will be identified and purchased for elementary schools.<br>c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade<br>d) Supplemental Materials will be provided to support the academic achievement of Unduplicated Students | **Goal 2. 1. 8 (a-c)**<br>Intervention materials and supports will be provided in ELA and Math:<br><br>a) Materials, such as iReady, will be provided to K-8 that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards.<br>b) Math materials will be purchased to support intervention at Intermediate schools<br><br>c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $674,820 (LCFF Supplemental)<br>b) $70,000 (LCFF Supplemental<br>c) $280,000 (LCFF Supplemental)<br>d) $530,000 (LCFF/Supplemental) | a) $876,820 (LCFF Supplemental)<br>b) $270,000 (LCFF Supplemental<br>c) $280,000 (LCFF Supplemental)<br>d) $479,359 (LCFF Supplemental) | a) $876,820 (LCFF Supplemental)<br>b) $270,000 (LCFF Supplemental<br>c) $280,000 (LCFF Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

# Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| | |
|---|---|
| | |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | School-wide | Specific Grade Spans: <u>grades 9-12</u> |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 9**<br>Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers. | **Goal 2. 2. 9**<br>Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers. | **Goal 2. 3. 9**<br>Provide support for A-G audits at high schools to support increasing numbers of students that are a-g completers. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | $10,000 (LCFF Supplemental) | $10,000 (LCFF Supplemental) | $10,000 (LCFF Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

**Action** **10**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners | LEA-wide | All Schools |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 10** Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners | **Goal 2. 2. 10** Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners | **Goal 2. 3. 10** Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $25,000 (LCFF Supplemental) | $10,000 (LCFF Supplemental) | $10,000 (LCFF Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

## Action  11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 11  (a-b)**<br>AVID and personnel supports will be provided TK-12:<br><br>a)  Additional personnel will support the improvement of the academic programs focused on at risk populations.<br><br>b)  Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts.  Monitor progress of students in AVID, particularly RFEP students. | **Goal 2. 2. 11  (a-b)**<br>AVID and personnel supports will be provided TK-12:<br><br>a)  Additional personnel will support the improvement of the academic programs focused on at risk populations.<br><br>b)  Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts.  Monitor progress of students in AVID, particularly RFEP students. | **Goal 2. 3. 11 (a-b)**<br>AVID and personnel supports will be provided TK-12:<br><br>a)  Additional personnel will support the improvement of the academic programs focused on at risk populations.<br><br>b)  Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities, and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts.  Monitor progress of students in AVID, particularly RFEP students. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a)  $60,000 (LCFF/Supplemental)<br>b)  $1,636,243 (LCFF/Supplemental) | a)  $220,311 (LCFF/Supplemental)<br>b)  $2,136,243 (LCFF/Supplemental) | a)  $220,311 (LCFF/Supplemental)<br>b)  $2,136,243 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) |

## Action     12

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

|  |  |
|---|---|
|  |  |

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 12 (a-f)**<br>Additional supports will be provided to address the specific needs of at-risk populations:<br><br>a) Additional Intervention Support for Corona Ranch Elementary School<br>b) Provide additional translators to support parent involvement in the educational process<br>c) 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.<br>d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.<br>e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.<br>f) Continue to provide Instructional Assistants for students needing additional support including primary language support | **Goal 2. 2.12 (a-f)**<br>Additional supports will be provided to address the specific needs of at-risk populations:<br><br>a) Additional Intervention Support for Corona Ranch Elementary School<br>b) Provide additional translators to support parent involvement in the educational process<br>c) 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.<br>d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.<br>e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.<br>f) Continue to provide Instructional Assistants for students needing additional support including primary language support | **Goal 2. 3.12 (a-f))**<br>Additional supports will be provided to address the specific needs of at-risk populations:<br><br>a) Additional Intervention Support for Corona Ranch Elementary School<br>b) Provide additional translators to support parent involvement in the educational process<br>c) 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.<br>d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel.<br>e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need.<br>f) Continue to provide Instructional Assistants for students needing additional support including primary language support |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | a) $65,932 (LCFF/Supplemental) $65,932 (Title III)<br>b) $101,404 (LCFF/Supplemental)<br>c) $758,321 (LCFF/Supplemental<br>d) $1,382,221 (LCFF)<br>e) $23,949,929 (LCFF)<br>f) $1,522,769(LCFF/Supplemental) | a) $68,648 (LCFF/Supplemental) $68,648 (Title III)<br>b) $106,336 (LCFF/Supplemental)<br>c) $758,321 (LCFF/Supplemental)<br>d) $1,382,221 (LCFF)<br>e) $23,949,929 (LCFF)<br>f) $1,712,342 (LCFF/Supplemental) | a) $68,648 (LCFF/Supplemental) $68,648 (Title III)<br>b) $106,336 (LCFF/Supplemental)<br>c) $758,321 (LCFF/Supplemental)<br>d) $1,382,221 (LCFF)<br>e) $23,949,929 (LCFF)<br>f) $1,712,342 (LCFF/Supplemental) |
| Source | LCFF/Supplemental, Title III | LCFF,LCFF/Supplemental, Title III | LCFF,LCFF/Supplemental, Title III |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) |

**Action     13**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| New | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 2. 1. 13**<br>Activity will begin in 2018-19 | **Goal 2. 2. 13**<br>Additional Support for At Risk Students | **Goal 2. 3. 13**<br>Additional Support for At Risk Students |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0 (LCFF/Supplemental) | $0 (LCFF Supplemental) | $479,359  (LCFF Supplemental) |
| Source | $0 LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | $0 (LCFF/Supplemental) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 3

Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course.

## State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: *CNUSD Strategic Plan Goal 3*

## Identified Need:

CNUSD has a strong culture of providing multiple pathways for the students we serve.

| | _12/13_ | _13/14_ | _14/15_ | _15/16_ | _16/17_ |
|---|---|---|---|---|---|
| _# of Industry Sectors_ | 6 | 7 | 7 | 12 | 14 |
| _# of Pathways_ | 10 | 11 | 14 | 20 | 24 |
| _# of Courses_ | 223 | 204 | 211 | 224 | 367 |
| _Percentage of Students Enrolled in CTE Completing Capstone Courses_ | 92.89% | 91.74% | 100% | 100% | 100% |

Data indicates the need to increase the numbers of students enrolled in and completing CTE pathways and to increase the amount of CTE courses and pathways offered for unduplicated students.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **# of Industry Sectors** | 14 | 14 | 14 | 14 |
| **# of Pathways** | 24 | 33 | 33 | 33 |
| **# of Courses** | 267 | 312 | 312 | 312 |
| **% of Students Enrolled in CTE Completing Capstone Courses** | 100% | 100% | 100% | 100% |

*** Maintain or increase number of sectors, pathways and courses**

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action      1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans:  grades 9-12 |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 3. 1. 1**<br>CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation.  Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. Site meetings will be held to review district and site data, set goals, and monitor.<br><br>Implement A GRADUATE FOLLOW UP SYSTEM | **Goal 3. 2. 1**<br>CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation.  Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students.<br>Site meetings will be held to review district and site data, set goals, and monitor.<br><br>Implement A GRADUATE FOLLOW UP SYSTEM | **Goal 3. 3. 1**<br>CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation.  Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. Site meetings will be held to review district and site data, set goals, and monitor.<br><br>Implement A GRADUATE FOLLOW UP SYSTEM |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $15,000 (LCFF/Supplemental) | $15,000 (LCFF/Supplemental) | $15,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 5XXX (Contracted) | 5XXX (Contracted) | 5XXX (Contracted) |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans:  grades 7-12

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 3. 1. 2** Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu. | **Goal 3. 2. 2** Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu. | **Goal 3. 3. 2** Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Counselors will place 9th Grade students in a first year participant course of a career pathway. Annual License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | $55,000 (LCFF/Supplemental) | $75,000 (LCFF/Supplemental) | $75,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 5XXX (Contracted) | 5XXX (Contracted) | 5XXX (Contracted) |

## Action 3

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| | |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 7-12 |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 3. 1. 3**<br>Provide professional development for CTE teachers in the following areas:<br><br>• Literacy<br>• Industry<br>• PBL and WBL<br>• Externships<br>• School site visits<br><br>Other areas identified throughout the year based on review of district and site data. | **Goal 3. 2. 3**<br>Provide professional development for CTE teachers in the following areas:<br><br>• Literacy<br>• Industry<br>• PBL and WBL<br>• Externships<br>• School site visits<br><br>Other areas identified throughout the year based on review of district and site data. | **Goal 3. 3. 3**<br>Provide professional development for CTE teachers in the following areas:<br><br>• Literacy<br>• Industry<br>• PBL and WBL<br>• Externships<br>• School site visits<br><br>Other areas identified throughout the year based on review of district and site data |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $115,000 (CTE FUNDING) | $115,000 (CTE Funding)<br>$50,000 (LCFF Supplemental) | $115,000 (CTE Funding)<br>$50,000 (LCFF Supplemental) |
| Source | CTE Funding | CTE Funding, LCFF Supplemental | CTE Funding, LCFF Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

## Action 4

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| [Add Students to be Served selection here] | [Add Location(s) selection here] |
|---|---|

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|---|---|---|

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 3. 1. 4** Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses. | **Goal 3. 2. 4** Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses. | **Goal 3. 3. 4** Monitor and support English Learner students, Low Income students, and Foster Youth students for enrollment and successful completion of capstone courses. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $5,000 (LCFF/Supplemental) | $5,000 (LCFF/Supplemental) | $5,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 4

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth strong employment opportunity.

## State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: *CNUSD Strategic Plan Goal 4*

## Identified Need:

CNUSD has a strong culture of providing multiple pathways for the students we serve, especially the unduplicated students, as evidenced by course offerings in 14 of 15 Industry Sectors at our high schools. Data indicates the need to increase the numbers of unduplicated students enrolled in and completing CTE pathways and to increase the amount of CTE courses and pathways offered for students. As an example, only 22.77% of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE that leads to employment in a nontraditional field received an "", "B", or "C" grade in the course (SY 15-16).

# Expected Annual Measurable Outcomes

**CTE PARTICIPATION**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 14,843 | 15,140 (8,071)* | 6,521 | 6,651 |
| Hispanic | 7,549 | 7,700 (4,132)* | 3,472 | 3,541 |
| African American | 1,035 | 1,056 (527)* | 434 | 443 |
| Low Income | 5,026 | 5,126 (3,783)* | 2,811 | 2,867 |
| Foster Youth | 176 | 180 (87)* | 52 | 53 |
| SWD | 1,946 | 1,985 (1,327)* | 1,078 | 1,100 |
| EL | 979 | 999 (647)* | 630 | 643 |
| REFP | 3,267 | 3,332 (1,626)* | 1,528 | 1,559 |
| Male | 8,793 | 8,969 (4,879)* | 4,294 | 4,380 |
| Female | 6,050 | 6,171 (3,192)* | 2,227 | 2,272 |

***Increase by 2% yearly***

*Goals were entered incorrectly and were reset 18/19 and 19/20 based on 17/18 data

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action          1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 7-12 |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 4. 1. 1**<br>Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | **Goal 4. 2. 1**<br>Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. | **Goal 4. 3. 1**<br>Implement, monitor, and support new high yield, high wage, high growth CTE pathways. Expand existing high yield, high wage, and high growth CTE pathways. Implement Project Lead The Way (PLTW) at Corona High School and implement additional CTE Pathways. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $550,000<br>(Corona STEM & eSTEM - CTE Funding)<br>$15,000<br>(PLTW Training – no stipends, LCFF/Supplemental )<br>$30,000<br>(PLTW Biomedical, LCFF/Supplemental ) | $100,000<br>(CTE Funding)<br>$135,000 (LCFF/Supplemental ) | $135,000 (LCFF/Supplemental ) |
| Source | CTE Funding, LCFF/Supplemental | CTE Funding, LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 2

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 7-12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 4. 1. 2** Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | **Goal 4. 2. 2** Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. | **Goal 4. 3. 2** Support and expand middle school/intermediate school career pathways, PLTW-Gateway, MESA, and Medical Sciences. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $70,000 (Gateway Equip/Supplies, Info Tech [MESA] – CTE Funding)<br><br>$15,000 (PLTW/Gateway Training [no stipend], MESA - LCFF/Supplemental)<br><br>$20,000 (Health Science & Medical Technology Industry Sector at RHIS, ARIS. AIS, CCA, CHIS - LCFF/Supplemental) | $15,000 (CTE Funding)<br><br>$55,000(LCFF/Supplemental)<br><br>$32,700 (LCFF/Supplemental) | $0 - CTE Funding<br><br>$55,000 (LCFF/Supplemental)<br><br>$32,700 (LCFF/Supplemental) |
| Source | CTE Funding, LCFF/Supplemental | CTE Funding, LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 7-12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Modified | Modified |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 4. 1. 3**<br>Pathway Support (equipment, supplies, training). | **Goal 4. 2. 3**<br>Pathway Support (equipment, supplies, training). | **Goal 4. 3. 3**<br>Pathway Support (equipment, supplies, training). |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $3,000,000 (CTE Funding)<br>$30,000 (LCFF/Supplemental) | $1,500,000 (CTE Funding)<br>$0 (LCFF/Supplemental) | $0 (LCFF/Supplemental) |
| Source | CTE Funding, LCFF/Supplemental | CTE Funding, LCFF/Supplemental | CTE Funding, LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action    4

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 7-12 |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 4. 1. 4**<br>Meet with the following committees a minimum of two times per year:<br><br>• Six industry sector advisory committees<br>• Two STEM/CTE academy advisory committees<br>• One districtwide industry advisory committee with representatives from each committee listed above<br>• Actively participate in Norco College and RCOE business and industry advisory committees<br>• Retain the consulting services of a community business liaison<br>• Hire a Medical Pathway Consultant | **Goal 4. 2. 4**<br>Meet with the following committees a minimum of two times per year:<br><br>• Six industry sector advisory committees<br>• Two STEM/CTE academy advisory committees<br>• One districtwide industry advisory committee with representatives from each committee listed above<br>• Actively participate in Norco College and RCOE business and industry advisory committees<br>• Retain the consulting services of a community business liaison<br>• Hire a Medical Pathway Consultant | **Goal 4. 3. 4**<br>Meet with the following committees a minimum of two times per year:<br><br>• Six industry sector advisory committees<br>• Two STEM/CTE academy advisory committees<br>• One districtwide industry advisory committee with representatives from each committee listed above<br>• Actively participate in Norco College and RCOE business and industry advisory committees<br>• Retain the consulting services of a community business liaison<br>• Hire a Medical Pathway Consultant |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $132,000 CTE Funding | $132,000 CTE Funding | $50,000 CTE Funding |
| Source | CTE Funding | CTE Funding | CTE Funding |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 5

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans:  grades 7-12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 4. 1. 5**<br>• Staff to monitor and oversee CTE Programs.<br>• Additional teachers will be hired to support the implementation of CTE classes and pathways.<br>• Increase Articulation Agreements with colleges and universities.<br>• Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. | **Goal 4. 2. 5**<br>• Staff to monitor and oversee CTE Programs.<br>• Additional teachers will be hired to support the implementation of CTE classes and pathways.<br>• Increase Articulation Agreements with colleges and universities.<br>• Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. | **Goal 4. 3. 5**<br>• Staff to monitor and oversee CTE Programs.<br>• Additional teachers will be hired to support the implementation of CTE classes and pathways.<br>• Increase Articulation Agreements with colleges and universities.<br>• Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,232,715<br>(RCOE-CTE 10.33 FTE, one Director of CTE, one Raney STEM FTE)<br><br>$140,684<br>(One NHS Ag Chemistry FTE)<br>(LCFF/Supplemental) | $1,329,603 (LCFF/Supplemental)<br><br>$151,448 (LCFF/Supplemental) | $1,329,603 (LCFF/Supplemental)<br><br>$151,448 (LCFF/Supplemental) |
| Source | (LCFF/Supplemental, RCOE-CTE 10.33 FTE, one Director of CTE, one Raney STEM FTE I, One NHS Ag Chemistry FTE) | (LCFF/Supplemental) | (LCFF/Supplemental) |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits) |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade spans: grades 7-12

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| New | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| **Goal 4.1.6**<br>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 the leadership competitions tied to high growth industries. | **Goal 4.2.6**<br>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 the leadership competitions tied to high growth industries. | **Goal 4.3.6**<br>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 the leadership competitions tied to high growth industries. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $30,000 CTE<br>$10,000 LCFF/Supplemental | $54,500 CTE<br>$38,750 LCFF/Supplemental | $54,500 CTE<br>$38,750 LCFF/Supplemental |
| Source | CTE, LCFF/Supplemental | CTE,  LCFF/Supplemental | CTE, LCFF/Supplemental |
| Budget Reference | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 5

Goal 5:  Implement measures at all schools to foster positive school environments and support students.

## State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: *CNUSD Strategic Plan Goal 3*

## Identified Need:

Results from the 2018 LCAP Community survey indicate that the Corona-Norco Community places a high degree of importance on regular daily attendance at school.  89% of the community placed this as a top priority to support student achievement  Applied survey research found that early absences correlate with reading difficulties and poor attendance patterns in later years.  One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance.

The Panorama Survey was given to students in grades 4, 7, and 8 during the 2017-2018 school year.  The Panorama Survey is designed to measure Student Social Emotional Learning environment.  A total of 10,073 students participated in the survey.  The highest percentages favorable were seen in the areas of Knowledge and Fairness of Discipline, Rules and Norms, along with a Climate of Support for Academic Learning. Students cited less favorable results in the areas of Sense of Belonging (School Connectedness) and Safety.  The 2017-2018 student survey provided us with baseline data and will be administered again next year in order to continue to inform our work in the area of Social Emotional Learning Environment.

# Expected Annual Measurable Outcomes

## STUDENT SOCIAL EMOTIONAL LEARNING ENVIROMENT SURVEY

| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|
| 4th, 7th, 8th Grades | Panorama Student Survey | Percent Favorable | 2017-2018 data is baseline data. This EAMO was added during the 2017-2018 school year. | Panorama Student Survey | Percent Favorable | Panorama Student Survey | Percent Favorable |
| | # of Participants | 10,073 | | # of Participants | 10,073 | # of Participants | 10,073 |
| | Knowledge of Fairness | 79.5% | | Knowledge of Fairness | 80%% | Knowledge of Fairness | 80.5% |
| | Sense of Belonging | 73% | | Sense of Belonging | 73.5% | Sense of Belonging | 74% |
| | Support for Academics | 78% | | Support for Academics | 78.5% | Support for Academics | 79% |
| | Safety | 67.5% | | Safety | 68% | Safety | 68.5% |

***Maintain or increase percent favorable yearly**

## SCHOOL ATTENDANCE RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 96% | 95.47% | 96% | 96% |

***Maintain or increase yearly**

## MIDDLE SCHOOL DROPOUT RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 0.0% | 0.0% | 0.0% | 0.0% |

***Maintain current rate**

## HIGH SCHOOL DROPOUT RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 2.6%% | 0.8% | 0.8% | 0.8% |

***Maintain or decrease current levels**

## HIGH SCHOOL GRADUATION RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 94.8% | 97.4% | 97.4% | 97.4% |

***Maintain or increase current levels**
.

## CHRONIC ABSENTEE RATE

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 9.5% | 7.8% | 7.55% | 7.35% |
| Hispanic | 10.2% | 8.7% | 8.2% | 7.7% |
| English Learners | 9.1% | 7.3% | 6.8% | 6.3% |
| RFEP | 7.9% | 8.1% | 7.6% | 7.1% |
| Low Income | 11.8% | 10.3% | 9.8% | 9.3% |
| Foster Youth | 17.5% | 17.2% | 16.2% | 15.2% |
| African American | 10.3% | 9.2% | 8.7% | 8.2% |
| Special Education | 14.6% | 12.8% | 11.8% | 10.8% |

***Overall reduce by .25%; Hispanic, EL, RFEP, Low Income, African American reduce by .5%; Foster Youth, SPED reduce by 1%**

## SUSPENSION RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 2.7% <br> Low - Maintained | 2.9% | 2.7% | 2.7% |

***Maintain or decrease current levels**

## EXPULSION RATES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 0.2% | 0.13% | 0.13% | 0.13% |

***Maintain or decrease current levels**

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action**     **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 1**<br>Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits.  Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits.   Provide more training on how to access new DARTT report features. | **Goal 5. 2. 1**<br>Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits.  Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits.   Provide more training on how to access new DARTT report features. | **Goal 5. 3. 1**<br>Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits.  Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits.   Provide more training on how to access new DARTT report features. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $60,000 (LCFF/Supplemental) | $40,000 (LCFF/Supplemental) | $40,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 4XXX (Materials) | 4XXX (Materials) | 4XXX (Materials) |

## Action     2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 2**<br>Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the "Teen Talk" program. Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students. Expansion of the SEL survey will continue the following school year. | **Goal 5. 2. 2**<br>Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the "Teen Talk" program. Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students. Expansion of the SEL survey will continue the following school year | **Goal 5. 3. 2**<br>Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. Support 7th and 8th grade students with the "Teen Talk" program. Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students. Expansion of the SEL survey will continue the following school year |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $310,000 (LCFF/Supplemental) | $210,000 (LCFF/Supplemental) | $210,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 3

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

| **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:** (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 3**<br>Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin work with Cohort 3 schools including training staff and administrators.<br><br>Continue Academic Saturday School.   Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.<br><br>Continue the implementation of, "Boys Town Training" for teachers and Intense Intervention (II) programs | **Goal 5. 2. 3**<br>Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin revisiting with Cohort schools to provide ongoing support and professional development.<br><br>Continue Academic Saturday School.   Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.<br><br>Implement, "Boys Town Training" for teachers and Intense Intervention (II) programs | **Goal 5. 1. 3**<br>Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin revisiting with Cohort schools to provide ongoing support and professional development.<br><br>Continue Academic Saturday School.   Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support.<br><br>Implement, "Boys Town Training" for teachers and Intense Intervention (II) programs |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,015,000 (LCFF/Supplemental) | $1,015,000 (LCFF/Supplemental) | $1,015,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 4

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | Specific Grade spans: grades 9-12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 4**<br>Provide ongoing Safety and Violence Prevention<br>Counselors at the Five Comprehensive High Schools and Continuation High School. | **Goal 5. 2. 4**<br>Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School.  Implement Safety Programs districtwide, "Be a Buddy not a Bully and training in Mental Health | **Goal 5. 3. 4**<br>Provide ongoing Safety and Violence Prevention Counselors at the Five Comprehensive High Schools and Continuation High School. Implement Safety Programs districtwide, "Be a Buddy not a Bully and training in Mental Health |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $752,488 (LCFF/Supplemental) | $854,295 (LCFF/Supplemental) | $854,295 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

## Action 5

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

| **Students to be Served:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans:  grades 9-12 |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 5**<br>Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's. | **Goal 5. 2. 5**<br>Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's. | **Goal 5. 3. 5**<br>Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SRO's and increase number of SRO's. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $966,893 (LCFF/Supplemental) | $1,015,238 (LCFF/Supplemental) | $1,015,238 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 2XXX (Classified), 3XXX (Benefits) | 2XXX (Classified), 3XXX (Benefits) | 2XXX (Classified), 3XXX (Benefits) |

# Action     6

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | School-wide | Specific Schools: Orange Grove Alternative High School |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 6** A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools. | **Goal 5. 2. 6** A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools. | **Goal 5. 3. 6** A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $68,393(LCFF/Supplemental) $68,393 (Title III) | $71,259 (LCFF/Supplemental) $71,259 (Title III) | $71,259 (LCFF/Supplemental) $71,259 (Title III) |
| Source | LCFF/Supplemental, Title III | LCFF/Supplemental, Title III | LCFF/Supplemental, Title III |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

## Action 7

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 7**<br>Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.<br><br>Hire four additional elementary counselors to support schools with high poverty/unduplicated LCFF subgroups. Hire one additional counselor for Corona High School. | **Goal 5. 2. 7**<br>a) Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.<br>b) An additional counselor will be assigned to support Foster Youth. An additional counselor will be support EL, Foster Youth and Low Income students. | **Goal 5. 2. 7**<br>a) Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services.<br>b) An additional counselor will be assigned to support Foster Youth. An additional counselor will be support EL, Foster Youth and Low Income students.<br><br>. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,714,042 (LCFF/Supplemental) | a) $2,351,755 (LCFF/Supplemental)<br>b) $240,000 (LCFF/Supplemental) | a) $2,351,755 (LCFF/Supplemental)<br>b) $240,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) | 1XXX (Certificated), 3XXX (Benefits) |

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 8**<br>Support mental health in district schools by implementing the following:<br><br>Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior.  Include a framework to measure results and accountability.<br><br>Maintain School Nurse to support the physical and mental health of our students.  Additional nursing services will be provided through contracted services.<br><br>Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. | **Goal 5. 2. 8**<br>Support mental health in district schools by implementing the following:<br><br>Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior.  Include a framework to measure results and accountability.<br><br>Maintain School Nurse to support the physical and mental health of our students.  Additional nursing services will be provided through contracted services.<br><br>Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. | **Goal 5. 3. 8**<br>Support mental health in district schools by implementing the following:<br><br>Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior.  Include a framework to measure results and accountability.<br><br>Maintain School Nurse to support the physical and mental health of our students.  Additional nursing services will be provided through contracted services.<br><br>Maintain Aides and continue training to administer the Succeeding Together to Encourage Prosocial Skills (STEPS) for elementary schools K-6. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $921,000 (LCFF/Supplemental) | $921,000 (LCFF/Supplemental) | $921,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted) |

# Action        9

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | Specific Grade spans: grades 9-12 |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 9** Provide support for UNITY programs in the district to support students in the area of social-emotional growth. | **Goal 5. 2. 9** Provide support for UNITY programs in the district to support students in the area of social-emotional growth. | **Goal 5. 3. 9** Provide support for UNITY programs in the district to support students in the area of social-emotional growth. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | $45,000 (LEA MAA) | $45,000 (LEA MAA) | $45,000 (LEA MAA) |
| Source | LEA MAA | LEA MAA | LEA MAA |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 10

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| [Add Students to be Served selection here] | [Add Location(s) selection here] |
|---|---|

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | Specific Grade spans: grades 9-12 |
|---|---|---|

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 5. 1. 10** Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide. | **Goal 5. 2. 10** Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide. | **Goal 5. 2. 10** Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $2,000 (LCFF/Supplemental) | $2,000 (LCFF/Supplemental) | $2,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) | 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

# Goal 6

Goal 6: Establish family and school partnerships that build solid relationships between school and family.

## State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: *CNUSD Strategic Plan Goal 3*

## Identified Need:

Parent surveys and parents involved in committees, particularly parents of unduplicated count students and parents of students with special needs indicate a need to increase communication and strengthen partnerships between schools and families. From our LCAP Community Survey, 84% of our respondents report that parent communication is important.

# Expected Annual Measureable Outcomes

## PARENT INVOLVEMENT

**Numbers of parents represented below are inclusive of unduplicated students and students with exceptional needs.  These parents attended workshops, trainings and gave input in surveys.**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Overall | 7,500 | 7,500 | 9730 | 9730 |

## PARENT SATISFACTION/CLIMATE SURVEY

**Survey results are inclusive of unduplicated students and students with exceptional needs.**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| School is an inviting place to learn | 94% | 95% | 86% | 87% |
| School encourages students of all races to enroll in challenging courses | 78% | 80% | 75% | 76% |
| School welcomes parent input and contribution | 78% | 80% | 71% | 72% |

***Maintain or increase parent satisfaction**

## TEACHER SATISFACTION/CLIMATE SURVEY

**Survey results are inclusive of unduplicated students and students with exceptional needs.**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Welcoming environment at the school site | 88%% | 89% | 91% | 92% |
| Safe school  and classroom environment | 100% | 100% | 79% | 80% |
| Developing a school site anti-bullying plan that addresses bullying at all levels | 82% | 83% | 86% | 87% |

***Maintain or increase teacher satisfaction**

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action          1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 6. 1. 1**<br>Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.<br><br>Programs to support the family partnership and positive school climate will be implemented such as:<br><br>• Action Team for Partnership (ATP)<br>• Community and School Impact Network (CSI)<br>• Parent Project/Parent Education Workshops<br>• Counseling Plan/Summer Connect/Student-Parent Outreach<br>• Family Friendly Schools Workshops<br>• Provide support for Parent Information Nights<br>• Mentorship (middle schools). | **Goal 6. 2. 1**<br>Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.<br><br>Programs and services to support the family partnership and positive school climate will be implemented such as:<br><br>• Action Team for Partnership (ATP)<br>• Community and School Impact Network (CSI)<br>• Parent Project/Parent Education Workshops<br>• Counseling Plan/Summer Connect/Student-Parent Outreach<br>• Family Friendly Schools Workshops<br>• Provide support for Parent Information Nights<br>• Mentorship (middle schools)<br>• Additional Services. | **Goal 6. 3. 1**<br>Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs.<br><br>Programs and services to support the family partnership and positive school climate will be implemented such as:<br><br>• Action Team for Partnership (ATP)<br>• Community and School Impact Network (CSI)<br>• Parent Project/Parent Education Workshops<br>• Counseling Plan/Summer Connect/Student-Parent Outreach<br>• Family Friendly Schools Workshops<br>• Provide support for Parent Information Nights<br>• Mentorship (middle schools)<br>• Additional Services.). |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $25,000 (LCFF/Supplemental) | $25,000 (LCFF/Supplemental) | $25,000 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) | 4XXX (Materials), 5XXX (Contracted) |

## Action     2

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 6. 1. 2**<br>Establish a centralized Parent Center for parents to access the following:<br>• College and Career Pathways<br>• Academic Support<br>• Interventions and counseling<br>• Parent Information Workshops/Training<br>• Support for parental involvement<br>• Mentorship Resources/Programs.<br><br>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:<br>• Director<br>• TSA<br>• Clerical support | **Goal 6. 2. 2**<br>Establish a centralized Parent Center for parents to access the following:<br>• College and Career Pathways<br>• Academic Support<br>• Interventions and counseling<br>• Parent Information Workshops/Training<br>• Support for parental involvement<br>• Mentorship Resources/Programs.<br><br>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:<br>• Director<br>• TSA<br>• Clerical support | **Goal 6. 3. 2**<br>Establish a centralized Parent Center for parents to access the following:<br>• College and Career Pathways<br>• Academic Support<br>• Interventions and counseling<br>• Parent Information Workshops/Training<br>• Support for parental involvement<br>• Mentorship Resources/Programs.<br><br>Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include:<br>• Director<br>• TSA<br>• Clerical support |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $885,024 (LCFF/Supplemental) | $885,024 (LCFF/Supplemental) | $885,024 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) | 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted) |

## Action 3

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| **Goal 6. 1. 3**<br><br>Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.<br><br>Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools. | **Goal 6. 2. 3**<br><br>Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.<br><br>Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools. | **Goal 6. 3.3**<br><br>Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually.<br><br>Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $5,000 (LCFF/Supplemental) | $1,500 (LCFF/Supplemental) | $1,500 (LCFF/Supplemental) |
| Source | LCFF/Supplemental | LCFF/Supplemental | LCFF/Supplemental |
| Budget Reference | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) | 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials) |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year       ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>        $35,753,059        <u>Percentage to Increase or Improve Services:</u>        8.93 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (<u>see instructions</u>).

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 47.9%.  Funding for LCFF Supplemental in the funding year 2017/18 is estimated to be $35,753,059.  This funding supports services and programs for English Learners, Low Income and Foster Youth students.  These include

- Additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap 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.
- Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are ELs, LI and Foster Youth.  Extra support is planned for the student new to AP, along with visits to UCR and emotional support.
- AVID continues to expand with inclusion of elementary schools targeting unduplicated students
- 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, $2,500,000 in Supplemental Funding was allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback.  Thirty schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark.  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 50 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.  The table below identifies all actions supported by Supplemental funding and a description of how these services support unduplicated students.

| Action or Service | How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2017/18? |
|---|---|
| Goal 1:  Increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards | |
| • Professional Development | This 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.  Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Technology | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Induction | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Summer School | This 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.  This improvement has the most impact on unduplicated students. |
|---|---|
| • Science Support | This 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 particular support for those schools who have high numbers of unduplicated students. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Online School | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.  Diverse online learning opportunities are provided to better serve students who are struggling academically.  Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Communication Support | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • VAPA support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Additional instruments will be purchased so that those who do not have the means to acquire instruments will be able to participate. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |

| Goal 2: Close the identified Achievement Gap by providing targeted, additional supports to meet the needs of students who are not meeting standards in the core instructional program | |
|---|---|
| • Secondary Academic Rigor Support | This 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 and Dual Enrollment provide additional opportunities for students to enroll in these classes. Tutoring support is provided to support these students. Such improvements have the most impact on unduplicated students who have not participated in AP classes. |
| • Foster Youth Support | This action/service is principally 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 have the most impact on Foster Youth who have scored on CAASPP below expectancies. |
| • At Risk School Allocations | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Class Size Reduction | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes, teacher are more able to differentiate and support struggling students. As CAASPP results for our ELs, FY and LI indicate an achievement gap when compared to others these students will directly benefit. |
| • Credit Recovery | This 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. |

| | |
|---|---|
| • After School Program Support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This support is provided to Riverview Elementary and Sierra Vista Elementary and supports the After School Program. This program is designed to support unduplicated count students who need tutoring and enrichment opportunities. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Dual Immersion Support | This 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 have the most impact on English Learners who have scored on CAASPP below expectancies. |
| • Interventions | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • a-g audits | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative provides additional time to counselors to audit a-g completion, particularly for unduplicated count students. There exists a gap for English Learners, Low Income and Foster Youth when considering a-g completers. |
| • LTEL support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This committee is designing an action plan to support Long Term English Learners toward academic success. |
| • AVID support | This 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. |

| | |
|---|---|
| • Support Personnel for LI students, EL students and Foster Youth | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| **Goal 3: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.** | |
| • Graduate follow up services | This 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 better serve English Learners, Low Income and Foster Youth. |
| • 4 year plan support | This 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. |
| • CTE Professional Development | This 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 have the most impact on unduplicated students who may be underrepresented in high paying professions. |
| • Monitoring of At Risk Groups in CTE programs | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to monitor and support unduplicated count students and support those student towards success. |

| Goal 4:  Increase the number of students who complete CTE pathways. | |
|---|---|
| • CTE Pathways at High School, particularly Corona High School<br>• CTE pathways at Intermediate School, particularly Raney Intermediate and Auburndale Intermediate | This 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 will provide the skills that unduplicated students at these schools will need for successful futures. |
| • Pathway Support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will proved support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. This will provide the skills that unduplicated students at these schools will need for successful futures. |
| • Advisory Committees | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will proved support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. The Advisory Committees will support the CTE program and thus, unduplicated students, to maintain the focus on relevant, high growth and high yield career pathways. This will provide the skills that unduplicated students at these schools will need for successful futures |
| • CTE staff to monitor and support English Learners, Low Income and Foster Youth | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to employ staff to monitor and support unduplicated count students and support those students towards success. |
| • Student Leadership opportunities | This 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 will provide the skills that unduplicated students will need for successful futures. |
| Goal 5:  Implement measures at all schools to foster positive school environment and student support. | |
| • SART/SARB support | This 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. Such improvements have |

| | |
|---|---|
| | the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Character Education | This 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 indicates that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. |
| • Positive Behavior Intervention Supports | This 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 indicates that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. |
| • Safety and Violence Counselors | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • School Resource Officers | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.  SROs support a healthy learning environment to support academic success. This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning. |
| • Counselor for Orange Grove Alternative High School | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |

| | |
|---|---|
| • Counselors | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • Mental Health Support | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • UNITY Program | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • School Safety Plans | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students principally benefit by maintaining a safe environment.  This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning. |
| Goal 6:  Establish home school partnerships which build solid relationships between school and family. | |
| • Programs for Family Partnerships | This 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 based on the survey results from the annual Parent survey. |
| • Parent Center | This 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. EL, FY and LI students will directly benefit from these services with its focus and location. |
| • DELAC and DAC support | The District English Language Advisory Committee supports the English Learner community in CNUSD. The District Advisory Committee supports the Low Income families in CNUSD. Both of these committees focus on building capacity for the unduplicated count families and are principally focused on the unduplicated students. . |

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.
- 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

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $40,656,299 | 9.58% |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

Corona-Norco Unified School District estimates that the level of Unduplicated Pupils for the LCAP year will be 46.4%. Funding for LCFF Supplemental in the funding year 2018-19 is estimated to be $40,656,299. This funding supports services and programs for English Learners, Low Income and Foster Youth students. These include:

- Additional personnel focused on Professional Development to ensure First Best Instruction, coaching, interventions for students and supplemental programs to assist in closing the achievement gap 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.

- Equal opportunity Schools program, currently implemented, continues to target increasing the numbers of underrepresented students in AP classes, particularly those who are ELs, LI and Foster Youth. Extra support is planned for the student new to AP, along with visits to UCR and emotional support.

- AVID continues to expand with inclusion of elementary schools targeting unduplicated students

- 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, $2,500,000 in Supplemental Funding was allocated to all school sites based on their Unduplicated Pupil Count of English Learners, Low Income and Foster Youth to allow schools to meet the needs of their targeted subgroups based on stakeholder feedback. Thirty schools in Corona-Norco Unified report more than 40% Unduplicated Counted students and twenty schools are below that 40% mark. 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. The table below identifies all actions supported by Supplemental funding and a description of how these services support unduplicated students.

| Action or Service | How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2017/18? |
|---|---|
| Goal 1: Increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards | |
| • Teaching Intern Program with NYU to support hard to hire content area teachers in schools grades 7-12 with high numbers of unduplicated students | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Teaching Interns will be hired for hard to staff positions and will work at intermediate schools and high schools with high-unduplicated student counts. Such improvements have the most impact on unduplicated students who have scored below expectancies on CAASPP. |
| • Professional Development | This 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. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. . (Please note that item 1.2.3b, Professional Development for Special Education Teachers is funded through LCFF, not LCAP Supplemental.) |
| • Technology | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Induction | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |

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| • Summer School | This 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.  This improvement has the most impact on unduplicated students. |
| • Science Support | This 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 particular support for those schools who have high numbers of unduplicated students. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Online School | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.  Diverse online learning opportunities are provided to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Communication Support | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Design and Implement a comprehensive Arts program for elementary schools | This 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. |
| **Goal 2:  Close the identified Achievement Gap by providing targeted, additional supports to meet the needs of students who are not meeting standards in the core instructional program** | |
| • Secondary Academic Rigor Support | This 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 and Dual Enrollment provide additional opportunities for students to enroll in these classes.  Tutoring support is provided to support these |

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| | students. Such improvements have the most impact on unduplicated students who have not participated in AP classes. |
| • Foster Youth Support | This action/service is principally 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 have the most impact on Foster Youth who have scored on CAASPP below expectancies. |
| • At Risk School Allocations | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Class Size Reduction | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes, teacher 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. |
| • Credit Recovery | This 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. |
| • After School Program Support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This support is provided to Riverview Elementary and Sierra Vista Elementary and supports the After School Program. This program is designed to support unduplicated count students who need tutoring and enrichment opportunities. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Dual Immersion Support | This 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 have the most impact on English Learners who have scored on CAASPP below expectancies. |

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| • Interventions | This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • a-g audits | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This initiative provides additional time to counselors to audit a-g completion, particularly for unduplicated count students. There exists a gap for English Learners, Low Income and Foster Youth when considering a-g completers. |
| • LTEL support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This committee is designing an action plan to support Long Term English Learners toward academic success. |
| • AVID support | This 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. |
| • Support Personnel for LI students, EL students and Foster Youth | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This 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 have the most impact on unduplicated students who have scored on CAASPP below expectancies. (Please note that items 2.2.12 d and e, personnel to support Special Education programs are funded through LCFF, not LCAP Supplemental.) |
| Goal 3: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities. | |
| • Graduate follow up services | This 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 better serve English Learners, Low Income and Foster Youth. |

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| • 4 year plan support | This 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. |
| • CTE Professional Development | This 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 have the most impact on unduplicated students who may be underrepresented in high paying professions. |
| • Monitoring of At Risk Groups in CTE programs | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to monitor and support unduplicated count students and support those student towards success. |
| **Goal 4: Increase the number of students who complete CTE pathways.** | |
| • CTE Pathways at High School, particularly Corona High School<br>• CTE pathways at Intermediate School, particularly Raney Intermediate and Auburndale Intermediate | This 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 will provide the skills that unduplicated students at these schools will need for successful futures. |
| • Pathway Support | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will proved support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. This will provide the skills that unduplicated students at these schools will need for successful futures. |
| • Advisory Committees | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service will proved support for programs designed to enhance the education process for English Learners, Low Income and Foster Youth. The Advisory Committees will support the CTE program and thus, unduplicated students, to maintain the focus on relevant, high growth and high yield career pathways. This will provide the skills that unduplicated students at these schools will need for successful futures |

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| • CTE staff to monitor and support English Learners, Low Income and Foster Youth | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This action is designed to employ staff to monitor and support unduplicated count students and support those students towards success. |
| • Student Leadership opportunities | This 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 will provide the skills that unduplicated students will need for successful futures. |
| **Goal 5: Implement measures at all schools to foster positive school environment and student support.** | |
| • SART/SARB support | This 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. Such improvements have the most impact on unduplicated students who have scored on CAASPP below expectancies. |
| • Character Education | This 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 indicates that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. |
| • Positive Behavior Intervention Supports | This 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 indicates that the ELs, FY and LI as well as Hispanic males and African American males are represented disproportionally. |
| • Safety and Violence Counselors | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • School Resource Officers | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. SROs support a healthy learning environment to support academic success. This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning. |
| • Counselor for Orange Grove Alternative High School | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |

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| • Counselors | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • Mental Health Support | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • UNITY Program | This 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. Such support has the most impact on our unduplicated students who have higher incidences of suspension and expulsion. |
| • School Safety Plans | This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated count students principally benefit by maintaining a safe environment.  This supports a healthy learning environment for English Learners, Low Income students as well as Foster Youth to facilitate learning. |
| Goal 6:  Establish home school partnerships which build solid relationships between school and family. | |
| • Programs for Family Partnerships | This 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 based on the survey results from the annual Parent survey. |
| • Parent Center | This 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.  EL, FY and LI students will directly benefit from these services with its focus and location. |
| • DELAC and DAC support | The District English Language Advisory Committee supports the English Learner community in CNUSD.  The District Advisory Committee supports the Low Income families in CNUSD.  Both of these committees focus on building capacity for the unduplicated count families and are principally focused on the unduplicated students.  . |

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.

- 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

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

# Instructions: Linked Table of Contents

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.*

# Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.


The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

# Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal.  The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "School-wide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "school-wide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "School-wide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "School-wide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "School-wide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

**New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

### 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any school-

wide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a school-wide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a school-wide basis, and include the required description supporting the use of the funds on a school-wide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services 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 school-wide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:
    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
    C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
    A. The implementation of state board adopted academic content and performance standards for all students, which are:
        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
        b. Mathematics – CCSS for Mathematics
        c. English Language Development (ELD)
        d. Career Technical Education
        e. Health Education Content Standards
        f. History-Social Science
        g. Model School Library Standards
        h. Physical Education Model Content Standards
        i. Next Generation Science Standards
        j. Visual and Performing Arts
        k. World Language; and
    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
    B. How the school district will promote parental participation in programs for unduplicated pupils; and
    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
    A. Statewide assessments;
    B. The Academic Performance Index;
    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
    E. The English learner reclassification rate;
    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
    A. School attendance rates;
    B. Chronic absenteeism rates;
    C. Middle school dropout rates;
    D. High school dropout rates; and

E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported?  How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

# Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?