LCFF Budget Overview for Parents

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

CDS Code: 33670330000000

School Year: 2025-26
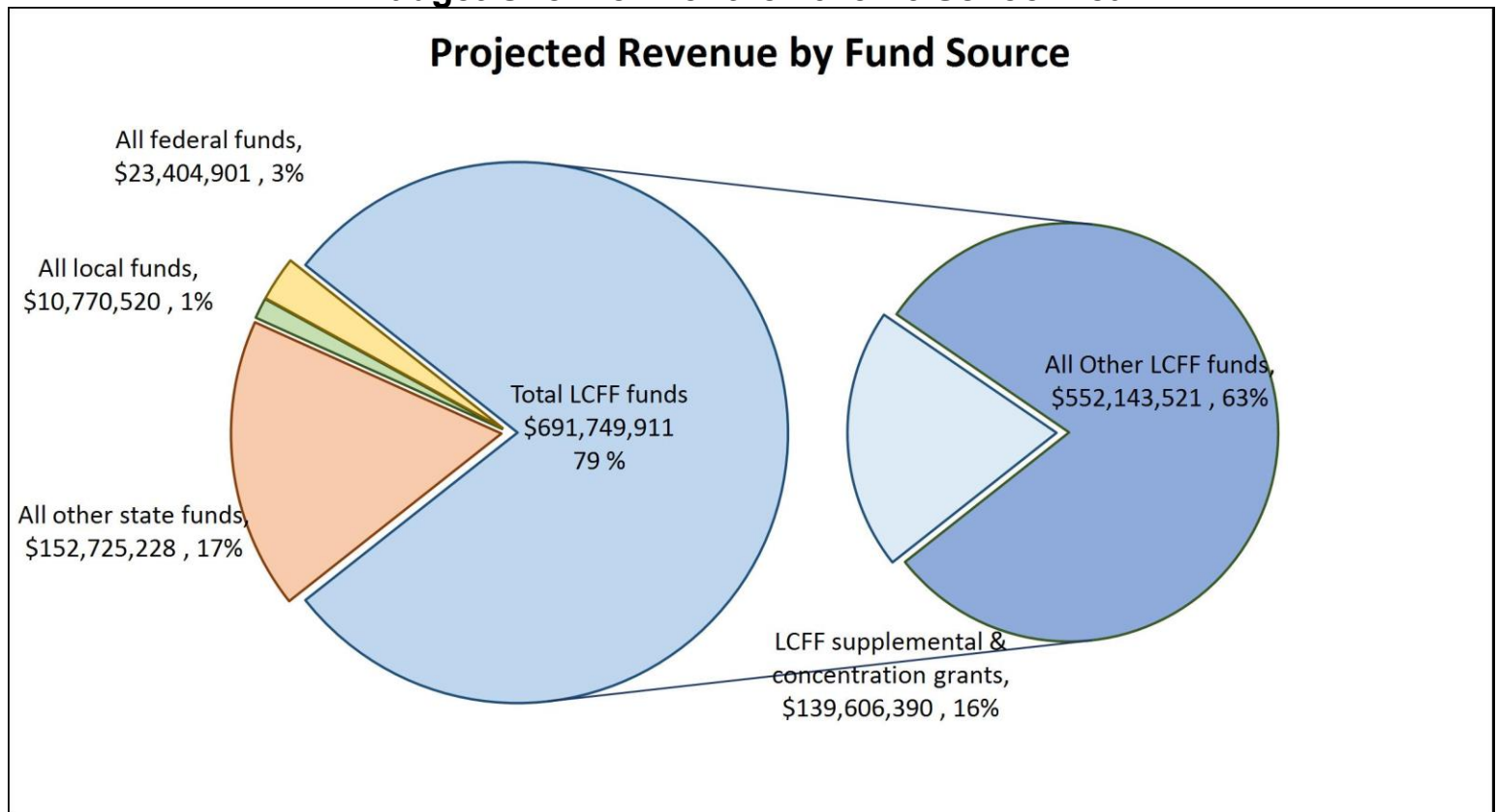
LEA contact information:

Dalia GadElMawla

Superintendent

Dalia.GadElMawla@cnusd.k12.ca.us

(951)736-5010

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $23,404,901 , 3%

All local funds, $10,770,520 , 1%

All other state funds, $152,725,228 , 17%

Total LCFF funds $691,749,911 79 %

All Other LCFF funds, $552,143,521 , 63%

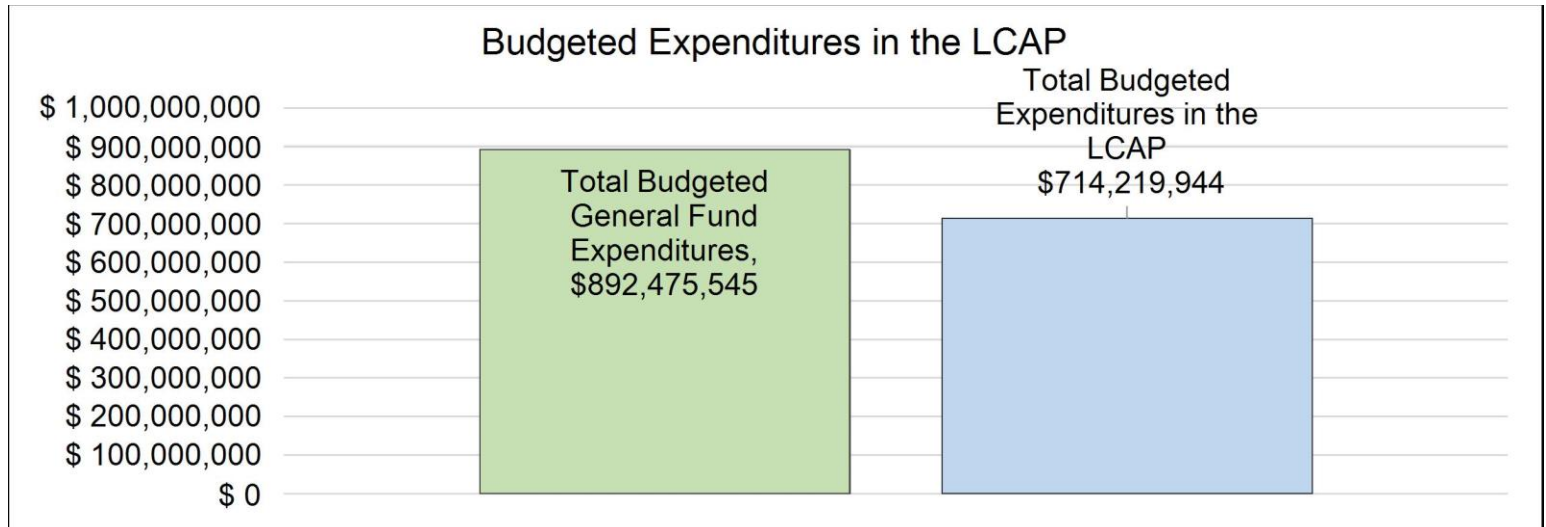LCFF supplemental & concentration grants, $139,606,390 , 16%

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

The text description for the above chart is as follows: The total revenue projected for Corona-Norco Unified School District is $878,650,560, of which $691,749,911 is Local Control Funding Formula (LCFF), $152,725,228 is other state funds, $10,770,520 is local funds, and $23,404,901 is federal funds. Of the $691,749,911 in LCFF Funds, $139,606,390 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Corona-Norco Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Corona-Norco Unified School District plans to spend $892,475,545 for the 2025-26 school year. Of that amount, $714,219,944 is tied to actions/services in the LCAP and $178,255,601 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
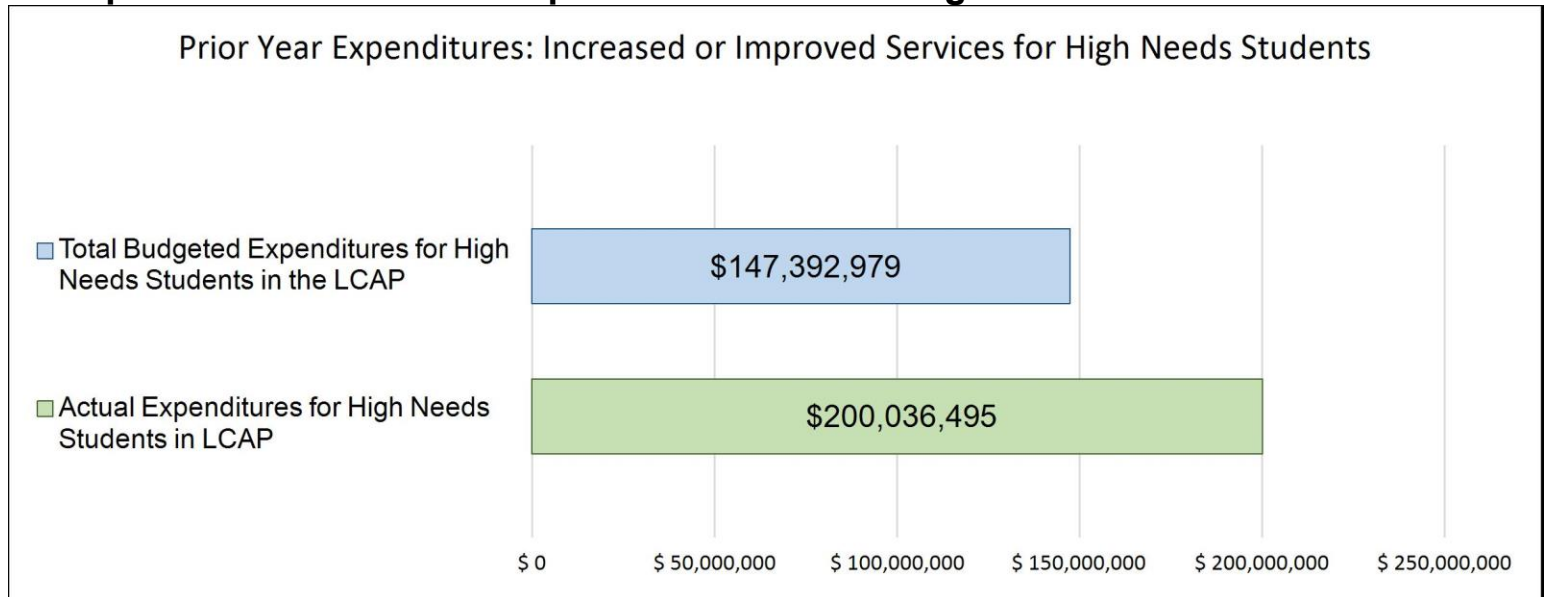
General operation costs, including contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other material/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Corona-Norco Unified School District is projecting it will receive $139,606,390 based on the enrollment of foster youth, English learner, and low-income students. Corona-Norco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corona-Norco Unified School District plans to spend $148,517,686 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $147,392,979

☐ Actual Expenditures for High Needs Students in LCAP — $200,036,495

$ 0 $ 50,000,000 $ 100,000,000 $ 150,000,000 $ 200,000,000 $ 250,000,000

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

The text description of the above chart is as follows: In 2024-25, Corona-Norco Unified School District's LCAP budgeted $147,392,979 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent $200,036,495 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $52,643,516 had the following impact on Corona-Norco Unified School District's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Corona-Norco Unified School District (CNUSD) is located approximately 50 miles southeast of Los Angeles in western Riverside County, serving the diverse communities of Corona, Norco, Eastvale, and Temescal Valley. As the largest school district in Riverside County and the seventh largest in the state of California, we serve approximately 50,256^ students from pre-school through adult transition across 53 schools. Our schools include: 31 TK-6 elementary schools, two TK-8 Academies, two middle schools (6-8), six intermediate schools, five comprehensive high schools, three alternative high schools, a middle college high school, a school for students with exceptional needs, an adult school, and a TK-12 virtual school. CNUSD provides a wide variety of educational programs such as: Gifted and Talented Education, K-12 Dual Language Immersion, Expanded Learning Opportunities Program (ELOP)/After School Education and Safety Program (ASES), full-day kindergarten, AVID TK-12, Advanced Placement (AP), International Baccalaureate (IB) TK-12 through the Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP), and Career Program (CP) in grades 11-12. Additionally, CNUSD offers a robust Career-Technical Education (CTE) program with over 60 2-year pathways. CNUSD also partners with Norco College to offer dual enrollment to all comprehensive high schools and our Middle College High School. CNUSD believes in educating the whole child; therefore, the social-emotional component to learning is very important. Counseling services continue to expand TK-12 with a focus on unduplicated students and on Foster Youth, with dedicated counselors to support the Foster Youth and Homeless students throughout CNUSD. Organized athletic activities (grades 4-12) as well as the arts and music (grades TK-12) are currently offered districtwide.

CNUSD serves a diverse student population, which includes: 53.2% Hispanic, 20.6% White, 13.3% Asian, 5.4% African American, and 3.1% Filipino^. Over 60 languages are spoken in our schools. In Corona-Norco, 71.2%^ of students are socioeconomically disadvantaged and 14.1%^ are classified as English Learners. The unduplicated count of students who qualify as low income, English learners, or foster youth is 72.2%*, qualifying CNUSD to receive concentration funding.

CNUSD employs approximately 7,000 certificated and classified staff. CNUSD has a strong reputation in California as a high-performing system, and CNUSD students, programs, and schools consistently receive county, state, and national recognition. Of the 53 schools in the

district, over half have been named California Distinguished Schools, with Benjamin Franklin, Prado View, and Temescal Valley Elementary Schools receiving the distinction again this year. Additionally, this year Eleanor Roosevelt High was awarded the Golden Bell Award for its excellence in Bilingual Empowerment & Student Translation. Corona-Norco ranks among the top districts in Riverside County in conventional measures of student achievement and engagement, with a four-year adjusted cohort graduation rate of 96.3%^ and an A-G completion rate of 51.4%^. Corona-Norco prides itself on a two-pillar approach to educating its students, supporting a high level of academic rigor and relevance, and providing for the social-emotional needs of every student.

CNUSD views the LCAP as its equity plan, principally directed at unduplicated students. The LCAP supports the district's mission, vision, and values that have been outlined in the district's Strategic Plan and emphasizes key "Power Objectives" such as literacy at grade level, meeting math standards, implementing a multi-tiered system of supports, enhancing school safety teams, talent development and employee retention, equity and access, and fiscal forecasting. These objectives reflect the district's commitment to aligning resources and strategies to effectively meet the needs of students and staff.

CNUSD's VISION is that every student has the skills and resilience to thrive in a diverse global community.

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

CNUSD VALUES and strives to be …

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

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

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these identified school sites. CNUSD has three schools that qualify for Equity Multiplier funding: Academy of Innovation, Lee V. Pollard High School, and Orange Grove High School.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CNUSD continues to be recognized as a high-performing district within Riverside County, demonstrating strengths in various areas. The analysis of annual performance draws upon data from the California School Dashboard and local data.

2024 Dashboard data show overall positive progress in English Language Arts, with CNUSD students performing 8.5 points above standard, reflecting a 2.7-point increase from the previous year. Notable growth was observed among socioeconomically disadvantaged students (+9.5 pts), Hispanic students (+2.8 pts), English learners (+1.5 pts), and students identifying as two or more races (+5.6 pts). However, the data also highlight ongoing needs, particularly for foster youth (-11.4 pts), Long-term English Learners (-7.8 pts), Students with Disabilities (-3.2 pts), and Homeless students (-2.9 pts), who experienced declines.

In Mathematics, CNUSD students scored 30.7 points below standard, but demonstrated a 3.6-point gain from the previous year, signaling districtwide improvement. Socioeconomically disadvantaged students (+10.9 pts), English learners (+3.7 pts), Hispanic students (+2 pts), and Students with Disabilities (+1.2 pts) showed upward momentum. Still, persistent challenges remain for foster youth (-7.9 pts), Homeless students (-6.5 pts), and Long-term English Learners (-3.5 pts), who experienced continued declines.

Data analysis shows achievement gaps persist, particularly for unduplicated students, in English Language Arts and Math, as indicated by California Assessments of Student Performance and Progress (CAASPP) and Dashboard measures. The 2024 Dashboard data show several student groups performing significantly below standard in ELA and Math based on the Distance from Standard (DFS) metric.

ELA: Foster Youth (-84.2), Students with Disabilities (-83.9), LTEL (-111.3), English Learners (-46.8), Homeless (-58.7), Socioeconomically Disadvantaged (-2.2), African American (-9.1), Hispanic (-15.4).
Math: Foster Youth (-123), Students with Disabilities (-116.9), LTEL (-168.5), English Learners (-75), Homeless (-109.8), Socioeconomically Disadvantaged (-42.7), African American (-59.7), Hispanic (-61.5).

The 2024 Dashboard for the district-level ELPI shows the English Learner (EL) student group maintaining a Medium status with 50.1% making progress, a slight increase of 0.6% from the prior year. The Long-Term English Learner (LTEL) group shows a Green (Medium) status with 52.0% making progress, an increase of 3.7%.

The district's four-year adjusted cohort graduation rate on the 2024 Dashboard shows ALL students maintaining a Very High status with 96.3% of all seniors graduating, which is above both the state and county averages. Of significant note, the 2024 data shows increases in graduation rate for several subgroups including: English learners, 90.7% (increase of 2.6%), Homeless Youth, 91.1% (increase of 4.3%), Long-term English learners, 91.1% (increase of 1%), and Students with Disabilities, 89.3% (increased significantly, 7.8%). Foster Youth declined 4.7% to 80.6%, which suggests the need for continued supports for student success.

Chronic Absenteeism rates have been steadily improving since the COVID-19 pandemic. The 2024 Dashboard shows the district-wide Chronic Absenteeism rate for ALL students at 12.6% (Yellow, High); however, this is a significant overall decrease of 7.4%. Noteworthy decreases were observed for Socioeconomically Disadvantaged (SED) (-8.9%, 14.3% rate), Hispanic (-8.7%, 14.9% rate), English Learners (-8.4%, 13.5% rate), and Students with Disabilities (-9.1%, 19% rate). Foster Youth chronic absenteeism increased to 27.8%, an increase of 4%, which suggests students need additional supports beyond academics to be successful in school.

The 2024 College and Career Readiness (CCI) indicators show that 48.5% of graduates achieved a Prepared rating (increase of 0.6%), with an additional 19.8% approaching this benchmark. Many students achieve this through state assessments (SBAC), passing AP exams, or completing A-G courses.

The 2024 Dashboard for the district-wide Suspension Rate shows ALL students at 4.2%, a decrease of 0.5%. Suspension for homeless students increased by 2.6%, which indicates a continued need for interventions and data monitoring.

Like all school districts, CNUSD continually looks for ways to improve student outcomes. The California Dashboard helps identify these areas by providing data on school and student group performance. It measures progress in six key areas and compares results from year to year. When achievement is low or moving in the wrong direction, the Dashboard highlights those areas as needing attention.

To learn more about how the California Dashboard works, visit caschooldashboard.org or review the technical guides at https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp.

In the 2023 school year, some CNUSD schools were identified as needing additional support after receiving a Red performance level on one or more state indicators. The chart below highlights those schools with school-wide Red indicators in 2023. It also includes updated data from the 2024 Dashboard to show areas of improvement and to identify any new schools or student groups that received a Red indicator

Table 1

Indicator	List of Schools with All Student Lowest Level (Red)
SBAC ELA	**2023**: Lee V. Pollard, **2024**: Orange Grove
SBAC Math	**2023**: Academy of Innovation, Lee V. Pollard, **2024**: Parkridge
CCI	**2023:** Corona-Norco Alternative, Lee V. Pollard, Orange Grove **2024:** Corona-Norco Alternative, Lee V. Pollard, Orange Grove
ELPI	**2023:** Franklin, Centennial, Eisenhower, Eastvale, Home Gardens, Lee V. Pollard, Rondo, Reagan, Anthony, McKinley **2024:** None
Graduation Rate	**2023:** Orange Grove

	2024: None
Suspension Rate	**2023**: Centennial, Citrus Hills, Coronita, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview **2024**: Auburndale, Stallings
Chronic Absenteeism	**2023**: Coronita, Todd, Eisenhower, Riverview, Victress Bower **2024**: None

The California Dashboard examines student performance at each school site, including the progress of specific student groups, to ensure all students meet expected standards. It also identifies student groups that may need additional support. The chart below reflects data from the 2023 Dashboard, highlighting schools and student groups with Red indicators. To be reported as a student group, at least 30 students must be identified in that category at a given school. An "N/A" indicates that no CNUSD schools had a Red indicator for that measure and group. For schools with Red indicators, targeted efforts are underway to improve outcomes in those areas, supported by district-level actions aligned with the LCAP. The chart also includes updated data from the 2024 Dashboard to reflect improvements and any newly identified schools or student groups with Red indicators.

Table 2

	Schools With RED in This Student Group and Indicator						
Student Groups	**SBAC ELA**	**SBAC Math**	**CCI**	**ELPI**	**Graduation Rate**	**Suspension Rate**	**Chronic Absenteeism**
Socioeconomically Disadvantaged	**2023**: Academy of Innovation, Pollard, **2024**: None	**2023**: Auburndale, Pollard, **2024**: Pollard, Jefferson, Raney	**2023**: Corona-Norco Alt, Pollard, Orange Grove **2024**: Pollard	N/A	**2023**: Orange Grove **2024**: None	**2023**: Centennial, Citrus Hills, Coronita, Todd, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview, **2024**: Highland, Home Gardens, Stallings,	**2023**: Coronita, Todd, Eisenhower, El Cerrito, Riverview, Anthony **2024**: None
English Learner	**2023**: Academy of Innovation, Auburndale, Corona	**2023**: Academy of Innovation, Auburndale, Citrus Hills, Corona	**2023**: Centennial, Corona High, Pollard, Orange Grove	**2023**: Franklin, Centennial, Eisenhower, Eastvale, Home	N/A	**2023**: Auburndale, Centennial, Citrus Hills, Corona Fundamental, Ramirez, Todd, Jefferson,	**2023**: Chavez, Ramirez, Todd, Eisenhower, Eastvale, Stallings, Prado View,

	Fundamental, Corona High, Coronita, Foothill, Parkridge, Raney, Norco Int, Santiago **2024:** Academy of Innovation, Auburndale, Citrus Hills, Corona High, Foothill, Jefferson, Norco Int, Norco High, Santiago	Fundamental, El Cerrito, Raney, Norco Int, Parkridge, Santiago **2024:** Academy of Innovation, Auburndale, Corona High, Jefferson, Raney, Norco High, Parkridge	**2024:** Centennial, Norco High, Pollard, Orange Grove, Roosevelt	Gardens, Pollard, Rondo, Reagan, Anthony, McKinley **2024:** Jefferson, Centennial, Lincoln, Norco Int, Raney, Sierra Vista, McKinley, Washington, Temescal Valley		Raney, Norco High, Orange Grove, Parkridge, Riverview, Santiago **2024:** Auburndale, Corona HS, El Cerrito, Highland, Lincoln, Ramirez, Raney, Norco Int, Riverview, River Heights	River Heights, Anthony **2024:** Citrus Hills, Ramirez, Norco Int, Orange
Foster	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	**2024:** Corona HS	N/A
Students with Disabilities	**2023:** Centennial, Citrus Hills, El Cerrito, Corona High, Coronita, Ramirez, Foothill, Washington, Highland, Jefferson, Adams, Raney, VanderMolen, Norco El, Parkridge, Santiago, Sierra Vista, Vicentia, McKinley, Wilson **2024:** Auburndale, Chavez, Citrus Hills, Corona High, Corona Ranch, Foothill, Harada, Home Gardens, Jefferson, Adams, Roosevelt, VanderMolen,	**2023:** Academy of Innovation, Centennial, Chavez, Citrus Hills, Corona High, Coronita, El Cerrito, Foothill, Washington, Adams, Raney, Norco El, Norco Int, Parkridge, Santiago, Sierra Vista, Vicentia, McKinley, Wilson **2024:** Auburndale, Chavez, Citrus Hills, Corona Ranch, Coronita, Foothill, Highland, Home Gardens, Adams, Ramirez, River Heights, Roosevelt, Norco Int, Norco High, Parkridge, Sierra Vista, Stallings, Vicentia, McKinley, Wilson	**2023:** Centennial, Roosevelt, Norco High **2024:** Centennial, Corona HS, Corona-Norco Alt.	N/A	N/A	**2023:** Auburndale, Centennial, Corona Fundamental, Citrus Hills, Coronita, Todd, El Cerrito, Garretson Jefferson, Adams, Raney, Norco High, Orange Grove, River Heights, Riverview, Reagan, Santiago, McKinley **2024:** Auburndale, Corona Ranch, Eisenhower, Foothill, Garretson, Harada, Home Gardens, Orange Grove, River Heights, McKinley, VanderMolen	**2023:** Eastvale, El Cerrito, Foothill, Adams, Stallings, Lincoln, Norco El, Riverview, Anthony, Victress Bower **2024:** Citrus Hills, El Cerrito, Norco Int, Victress Bower

	Norco Int, Norco High, Parkridge, Sierra Vista, Stallings, Vicentia, McKinley, Wilson, River Heights						
African American	N/A	2023: Centennial 2024: Centennial	N/A	N/A	N/A	**2023:** Centennial, Foothill, VanderMolen, Parkridge, River Heights, Santiago, McKinley, Wilson **2024:** Corona HS, Eastvale, El Cerrito, Harada, VanderMolen, Parks, Stallings, McKinley, Wilson, Norco High	**2023:** Todd, Foothill, VanderMolen, Parkridge, Temescal, McKinley **2024:** Eastvale, El Cerrito, Parkridge, Temescal, McKinley
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	**2023:** Orange **2024:** Adams	**2023:** El Cerrito, Lincoln, VanderMolen **2024:** El Cerrito
Filipino	N/A	N/A	N/A	N/A	N/A	**2023:** Todd **2024:** None	**2023:** Todd **2024:** None
Hispanic	**2023**: Pollard **2024:** None	**2023**: Auburndale, Pollard, Raney, Parkridge, **2024:** Auburndale, Pollard, Raney, Parkridge, Jefferson, Norco Int, Raney	**2023:** Corona-Norco Alt, Pollard, Orange Grove **2024:** Corona-Norco Alt, Pollard, Orange Grove	N/A	**2023:** Orange Grove **2024:** None	**2023:** Franklin, Centennial, Citrus Hills, Coronita, Foothill, Home Gardens, Jefferson, Todd, Raney, Orange Grove, River Heights, Riverview **2024:** Auburndale, Corona Ranch, Highland, Riverview	**2023:** Coronita, Todd, Eisenhower, El Cerrito, Stallings, Prado View, Riverview, Anthony **2024:** Citrus Hills, El Cerrito
2 or more races	N/A	N/A	N/A	N/A	N/A	**2024:** Foothill	**2023:** Barton, Eisenhower, Foothill, VanderMolen, McKinley **2024:** Harada, McKinley
Pacific Islander	N/A	N/A	N/A	N/A	N/A		N/A

White	**2023:** Academy of Innovation **2024:** None	N/A	**2024:** Academy of Innovation	N/A	N/A	**2023:** Chavez, Foothill, Highland, Raney, VanderMolen, Riverview **2024:** Adams, Chavez, Home Gardens, Orange Grove, Raney	**2023:** Auburndale, Franklin, Barton, Washington, Stallings, Lincoln, Riverview **2024:** Auburndale
Long-Term EL (2024 New Indicator)	**2024:** Auburndale, Chavez, Citrus Hills, Corona HS, El Cerrito, Home Gardens, Raney, Norco Int, River Heights	**2024:** Auburndale, Centennial, Citrus Hills, Corona HS, Home Gardens, Raney, River Heights	**2024:** Centennial, Pollard, Norco High, Orange Grove, Santiago	**2024:** Academy of Innovation, Norco Int		**2024:** Auburndale, Corona HS, Ramirez, El Cerrito, Home Gardens, Raney, Norco Int, River Heights	**2024:** Citrus Hills, Norco Int

Student groups are measured not only at the school level but also across the entire district. For a student group to be included in the district-level data, there must be at least 30 students in that group and 15 students for the Foster, Homeless & LTEL student groups. This means some student groups may appear in district data even if they aren't represented at individual school sites. For example, Foster Youth received Red indicators at the district level, though they are not listed in the site-level chart above. The chart below highlights schools with school-wide Red indicators in 2023, along with updated 2024 Dashboard data showing areas of improvement and any newly identified schools or student groups with a Red indicator.

Table 3

Indicator	Student Groups in District with Lowest Level by Indicator
SBAC ELA	**2023:** Foster, Students with Disabilities **2024:** Long-Term English Learners
SBAC Math	**2023:** Foster, Students with Disabilities, **2024:** Long-Term English Learners, Homeless
CCI	**2023:** Students with Disabilities **2024:** Foster, Long-Term English Learners, Students with Disabilities
ELPI	None
Graduation Rate	None
Suspension Rate	**2023:** English Learners, Foster, Homeless, Students with Disabilities, Pacific Islander **2024:** None
Chronic Absenteeism	**2023:** American Indian, Multiple Races, Pacific Islander **2024:** Foster, Homeless

Learning Recovery Emergency Block Grant (LREBG)
CNUSD has unexpended LREBG funds for the 2025-2026 school year.

Based on the 2024 Dashboard data and the district's comprehensive needs assessment, Corona-Norco Unified School District (CNUSD) will utilize unexpended Learning Recovery Emergency Block Grant (LREBG) funds in the 2025–2026 school year to support targeted actions

addressing persistent achievement gaps in English Language Arts and Mathematics. While the district has seen growth in overall English Language Arts and Math performance, student groups such as Foster Youth, Long-Term English Learners, Students with Disabilities, and Homeless Youth continue to perform significantly below standard. To accelerate academic recovery, funds will support expanded instructional services, including professional learning aligned with the ELA/ELD and Math Frameworks (action 1.3), supplemental materials (action 1.6), and instructional coaching delivered by Teachers on Special Assignment (TSAs) (action 1.4), consistent with allowable uses under Section 2.6. Additional support will include a district-wide assessment platform with universal screening tools in ELA, Math, and SEL (action 1.6) to support data-driven intervention and progress monitor learning (Section 5).

Recognizing the direct connection between student wellness and academic success, CNUSD will utilize Learning Recovery Emergency Block Grant (LREBG) funds to invest in integrated, evidence-based student support systems designed to address non-academic barriers to learning. These supports align with Section 3 of the allowable uses, which permits the integration of evidence-based pupil supports to address barriers such as trauma, mental health, and social-emotional needs. The district will partner with Wellness Together (action 2.3) to provide on-campus mental health services, including individual and group counseling, crisis intervention, and social-emotional learning instruction delivered by licensed mental health professionals. In addition, Rescue A Generation (action 2.2) will provide mentoring and coaching to students, with a focus on character development, goal-setting, and relational support, particularly for youth from underserved populations. These efforts are aimed at improving student engagement, emotional regulation, and overall well-being. CNUSD will also use LREBG funds to support three school psychologists (action 2.3) and host a districtwide Wellness Summit (action 2.1), providing targeted mental health services and promoting social-emotional wellness to reduce barriers to learning and support student success. These integrated services are intentionally designed to reduce chronic absenteeism, increase student connectedness, and ensure that students—particularly those identified as Foster Youth, Homeless, English Learners, and Students with Disabilities—receive the holistic supports necessary to succeed academically. All activities fall within the LREBG's defined scope of allowable expenditures aimed at removing barriers to learning and enhancing student outcomes (Section 3).

To strengthen instructional access and equity for students with disabilities, CNUSD will utilize Learning Recovery Emergency Block Grant (LREBG) funds to support targeted staffing (action 3.4). A Special Education Coordinator will be added to the Educational Services team to ensure delivery of high-quality, standards-aligned Tier 1 instruction across all special education classrooms. This role will focus on integrating state-adopted academic frameworks and instructional best practices into daily teaching, ensuring students with IEPs receive instruction that is rigorous, inclusive, and appropriately scaffolded.

In addition, three Teachers on Special Assignment (TSAs) will be funded to provide direct support to teachers across the district. These TSAs will play a critical role in bridging general education and special education through their collaboration in all district-led professional learning, ensuring that every training considers accessibility and effective implementation of accommodations and modifications. These efforts directly align with LREBG allowable uses under Sections 2.6 and 3 (accelerating learning through evidence-based supports and professional development and coaching to improve instruction).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Corona-Norco Unified School District (CNUSD) has been identified for Differentiated Assistance under the State Accountability System due to performance concerns in three state priority areas across four student groups. These student groups will remain a focal point of our improvement efforts throughout the 2024–2027 LCAP cycle:

Foster Youth: English Language Arts (ELA), Mathematics, Chronic Absenteeism
Homeless Youth: Suspension Rate, Chronic Absenteeism
Long-Term English Learners (LTELs): ELA, Mathematics, College/Career Indicator (CCI)
Students with Disabilities (SWD): ELA, Mathematics, College/Career Indicator (CCI)
In response, CNUSD requested and has been actively engaged in technical assistance through a partnership with the Riverside County Office of Education (RCOE). This support began during the 2023–2024 school year and focuses on identifying and addressing systemic challenges impacting student outcomes, particularly for Students with Disabilities.

As part of this process, a committee was established, composed of district administrators, site principals from all grade spans, and both general and special education teachers. This committee, supported by RCOE, has engaged in a comprehensive root cause analysis using multiple data sources, including empathy interviews to collect qualitative insights from students.

Throughout the 2024–2025 school year, the committee has continued its work, deepened its analysis, and begun to identify evidence-based practices aligned to student needs. Planning is already underway for the 2025–2026 school year, during which the focus will shift to implementing targeted supports, measuring the effectiveness of these interventions, and scaling successful strategies across the district to ensure sustainable, equitable outcomes for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

CNUSD does not have any schools identified as CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	An LCAP survey was conducted during the month of March 2025 and was made available to our educational partners through the Community Newsletter, social media, and the district website. In addition, all school sites actively encouraged parents to participate by sharing messaging and survey links. The survey aimed to gather valuable input from the community on various aspects such as school culture, climate, communication between school and home, student achievements and challenges, quality of instruction, support provided to students, opportunities for parental involvement, participation in school events and committees, as well as feedback on academic and social-emotional support needs.
Parents representing schools throughout the district (English Learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American). Principals, teachers, counselors, classified staff, Union Representatives, and district administrators	The LCAP Advisory Committee is composed of sixty-eight (68) members equally representing our various educational partners (15 parents, 15 classified, 15 certificated, and 15 management, and as of this year, 8 students). Members of each group are intentionally selected to ensure representation of all student groups, grade spans, and geographic areas of CNUSD's diverse district. These diverse groups of parents are selected from and represent our District English Learner Advisory Committee (DELAC), Parents of African American Students Advisory Committee (PAASAC), Community Advisory Committee (CAC), and PTA, and represent all our unduplicated student groups. Classified members are selected by CSEA, our classified bargaining unit, and include a varied range of job classifications from across the district. Certificated members are

Educational Partner(s)	Process for Engagement
	selected by CNTA, our local bargaining unit, and include certificated representation from elementary, intermediate, and high school. Additionally, nurses, counselors, and psychologists are represented as well. The management representation includes site principals representative of our diverse communities from elementary, intermediate, and high school, and also includes district leadership. Educational partner input through the LCAP Advisory Committee is ongoing throughout the year, beginning in October. Half-day meetings (9-12 p.m.) were held in person with the entire committee on 10/16/24, 11/15/2024, 12/4/2024, 1/17/2025, 2/12/2025, 3/5/2025, and 3/28/2025. During the first full group meeting, the LCAP Advisory Committee participated in an LCAP walkthrough and discussed the feedback received from each Educational Partner group, and reviewed the themes that emerged. The remaining meetings included presentations on key actions and services within the LCAP and were rooted in qualitative and quantitative data. An overview of the 2024 California School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. All meetings were designed to be interactive to allow the committee time to delve deeply into current programs and provide input in the form of recommendations for the revision of the LCAP. A system was put into place at each meeting to allow committee members an opportunity to process the presented information and data through small group discussion. Written feedback was then gathered from committee members on the current actions being implemented, and suggestions were collected on potential actions based on the need to principally support the unduplicated students in CNUSD. This valuable input allowed the district to garner the perceived strengths, opportunities, and considerations and clarify any questions. This information was transcribed and given to the LCAP Advisory Members as a record of the meeting and for future use in setting priorities and recommendations for the upcoming LCAP. The last meeting provided the committee with an opportunity to evaluate each action and service within the current LCAP, prioritizing actions to increase or decrease, and allowed for proposals of any additional

Educational Partner(s)	Process for Engagement
	actions not yet included in the LCAP to principally support unduplicated students.
Students	In addition to the feedback gathered from the students who served on the LCAP Advisory Committee, feedback from students was obtained via a survey distributed to all students in grades 7-12 during March 2025, resulting in over 2,000 responses. The survey focused on gathering student input regarding the school programs aligned with the LCAP that they were actively engaged in. Students were asked to evaluate the academic and social-emotional effects of each program and provide feedback for potential enhancements. In addition, students were given the opportunity to identify any additional support needed to further improve their academic and social-emotional well-being.
SELPA Consultation	The 2025-26 LCAP draft was presented to the area SELPA Administrator on May 16, 2025.
Superintendent's Parent Advisory Committee (SPAC) District English Language Advisory Committee (DELAC)	The 2025-26 LCAP draft was presented to the District English Learners' Advisory Committee (DELAC) and Superintendent's Parent Advisory Committee (SPAC) on 05/16/25 and 05/21/2025, respectively. All questions were gathered, and written responses were sent to each group.
Governing Board & Community Members	The LCAP Mid-Year Report was presented to the CNUSD Governing Board during a regularly scheduled meeting on February 18, 2025. This meeting was live streamed for public access, and the presentation was made available online alongside the meeting agenda. The draft of the 2025–2026 LCAP was posted on the district website on May 28, 2025, with an opportunity for community feedback provided through an electronic submission form. The community was notified of this posting through our District Newsletter and District Social Media outlets. A Public Hearing on the LCAP was held during the regularly scheduled Board of Education meeting on June 2, 2025. Additionally, the Local Indicators were presented at the June 17, 2025, Board meeting, during which the 2025–2026 LCAP was formally adopted.
Equity Multiplier Teams (certificated staff, administrators, district administrators, RCOE partners)	Equity Multiplier Schools

Educational Partner(s)	Process for Engagement
	Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), the Academy of Innovation, Lee V. Pollard High School, and Orange Grove High School were identified as Equity Multiplier schools. As a result, these schools will be provided with funding to address the needs of their lowest-performing student groups as identified on the 2024 California School Dashboard. Equity Multiplier (EM) teams met from each school site on multiple days throughout the 24-25 school year. In EM meetings, the team, with the support of RCOE partners, created goals and actions to address the needs of students on their sites. The administrators and a team of certificated staff at each site engaged in a facilitated comprehensive needs assessment to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Funding and possible evidence-based resources were discussed at meetings. Input was gathered from the educational partners as to what goal(s) should be included in the LCAP for each school site as it pertained to utilizing Equity Multiplier funding. Through this process, goals and actions specific to the schools have been added to the 2025-26 LCAP to support student learning and promote a healthy school climate. Teams at all three sites will continue to meet with their school teams throughout the 2025-26 school year to continue this work. Educational partners from each site's ELAC and SSC will be provided with data regarding areas of lowest performance for students and will assist the schools in monitoring and revising school actions.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Corona-Norco Unified School District (CNUSD) is deeply committed to a collaborative and transparent process in the development of the Local Control and Accountability Plan (LCAP). Input from educational partners, including parents, students, staff, and community members, was gathered through annual surveys and ongoing advisory committee meetings held throughout the year. This engagement provided valuable insights into student needs and informed decisions regarding the development, refinement, and expansion of services and supports outlined in the LCAP.

Ongoing Engagement and Input

The LCAP Advisory Committee met regularly to review current services and programs funded through the LCAP, providing thoughtful recommendations based on data and lived experiences. Additionally, surveys distributed to the broader educational community gathered perspectives on the academic and social-emotional supports students need to thrive.

Across all engagement platforms, several consistent themes emerged, emphasizing the importance of academic rigor, student well-being, positive relationships, supportive school environments, community involvement, and school safety. A strong sense of connection to school, staff, and peers was echoed in both meetings and survey responses.

Key Themes Identified Through Educational Partner Feedback
1. **Academic Support & Intervention**
   Increased access to tutoring during the school day and after school.
   Expanded differentiated instruction to meet diverse learning needs.
   Enhanced afterschool and summer learning programs to address unfinished learning.
2. **Social-Emotional and Mental Health Support**
   Strong counseling and mentorship programs to promote student well-being.
   Expanded bullying prevention efforts and initiatives to foster positive school climates.
3. **Expansion of Social-Emotional Learning (SEL)**
   Broader implementation of SEL across all grade levels.
   Additional professional development in student engagement strategies, classroom management, and culturally responsive teaching.
4. **Family and Community Engagement**
   Improved communication and transparency in decision-making processes.
   Opportunities for parent education through workshops that equip families to support student learning at home.
5. **Equity and Access**
   Equitable access to academic resources for all students, especially those from historically underserved groups.
   Increased inclusion in school events to promote a sense of belonging.
   Expanded access to technology and internet connectivity for students in need.

Educational partner feedback played a critical role in shaping the adopted LCAP. Input gathered through surveys, advisory committee meetings, and educational partner sessions confirmed strong support for the current actions and services outlined in the plan. In several cases, this feedback also led to adjustments aimed at improving the delivery and effectiveness of those services. While ongoing increases to funding are limited and do not currently support the addition of new actions within the LCAP itself, CNUSD remains committed to addressing stakeholder recommendations. To that end, this year's plan includes the strategic use of the Learning Recovery Emergency Block Grant to enhance services aligned with educational partner priorities. These additions are detailed in the Plan Summary: Reflections section of the LCAP and are listed in the description of the targeted actions and services within Goals 1-3.

Support for Equity Multiplier Schools
Orange Grove High School, Lee V. Pollard High School, and the Academy of Innovation (AOI) have been identified as Equity Multiplier schools. Each school site met multiple times throughout the school year with their educational partners to review schoolwide data and

conduct a comprehensive needs assessment. Goals and actions for each of the Multiplier schools are included in the LCAP (Goals 4-6) and outline the plan to increase student achievement and well-being. Meetings to review and monitor progress will continue throughout the 2025-26 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence –** Support every student in reaching their full academic potential by providing the right help at the right time. CNUSD will close learning gaps and ensure success for all students through a system that offers support based on individual needs.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CNUSD prioritizes academic excellence for all students. Our mission is to provide high-quality education to meet the academic needs of our students. We believe academic excellence can be measured in a variety of ways, including our California Assessments of Student Performance and Progress (CAASPP). Details regarding CNUSD outcomes on CAASPP testing and the California Dashboard Measures are found in the "Reflections: Annual Outcomes" part of this document. CNUSD believes that if the actions outlined in goal, one are implemented and are monitored through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

CNUSD is in Differentiated Assistance for Special Education, Foster, Homeless, and Long-term English Learners due to red indicators on the California Dashboard. Both Long-term English learners and Students with Disabilities show red indicators for English Language Arts, Math, and CCI. Foster Youth have red indicators in ELA, Math, Suspension and Chronic Absenteeism, and Homeless youth have red indicators in suspension and chronic absenteeism.

In 2024, across CNUSD school sites, 24 schools and 4 student groups have a red indicator in Language Arts; 26 schools and 6 student groups have red indicators in Math; 9 schools and 6 student groups have red indicators in CCI. See Plan Summary: Reflections for a list of the specific schools and student groups with red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 1.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) CNUSD: All Student Groups Data * All: +5.8 * English Learner (EL): -48.3 * Foster Youth: -72.7 * Homeless: -55.8 * Socioeconomically Disadvantaged: -11.7 * Students with Disabilities: -80.7 * Black/African American: -10 * Asian: +65.1 * Hispanic: -18.3 * Pacific Islanders: +10.8 * White: +22.6 * Multiple Race: +36.3	ELA (2024 Dashboard) CNUSD: All Student Groups Data * All: +8.5 * English Learner (EL): -46.8 * Foster Youth: -84.2 * Homeless: -58.7 * Socioeconomically Disadvantaged: -2.2 * Students with Disabilities: -83.9 * Black/African American: -9.1 * Asian: +68.5 * Hispanic: -15.4 * Pacific Islanders: +23.6 * White: +22.6 * Multiple Race: +41.9 Additional Student Group Added: Long Term English Learners -111.3		ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any group with negative DF3 levels CNUSD: All Student Groups Data * All: +11.8 * English Learner (EL): -33.3 * Foster Youth: -57.7 * Homeless: -40.8 * Socioeconomically Disadvantaged: +3.3 * Students with Disabilities: -65.7 * Black/African American: +5 * Asian: +74.1 * Hispanic: -3.3	Increase of 3 points for all students; Increase for EL (1.5) SED (9.5), African American (0.9), Asian (3.4), Hispanic (2.9), Pacific Islander (12.8) and Multiple Race (5.6) Decrease for: Foster (-11.5) Homeless (-2.9) Students with Disabilities (-3.2) LTEL (-11.5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					* Pacific Islanders: +19.8 * White: +31.6 * Multiple Race: +45.3	
M 1.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment Percent Met/Exceeded. Source: CA Dashboard	Math (2023 Dashboard) CNUSD: All Student Groups Data * All: -34.3 * English Learner (EL): -78.8 * Foster Youth: -115.1 * Homeless: -103.3 * Socioeconomically Disadvantaged: -53.6 * Students with Disabilities: -118.1 * Black/African American: -59.5 * Asian: 45.9 * Hispanic: -63.5 * Pacific Islanders: -34.1 * White: -15.3 * Multiple Race: -2.8	Math (2024 Dashboard) CNUSD: All Student Groups Data * All: -30.7 * English Learner (EL): -75 * Foster Youth: -123 * Homeless: -109.8 * Socioeconomically Disadvantaged: -42.7 * Students with Disabilities: -116.9 * Black/African American: -59.7 * Asian: 51.8 * Hispanic: -61.5 * Pacific Islanders: -20.4 * White: -12.3 * Multiple Race: +3.6 Additional Student Group Added:		Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any group with negative DF3 levels CNUSD: All Student Groups Data * All: -25.3 * English Learner (EL): -63.8 * Foster Youth: -100.3 * Homeless: -94.4 * Socioeconomically Disadvantaged: -38.6 * Students with Disabilities: -103.1	Increase of 3.6 points for all students. Increase for: English Learners 3.8 SED 10.9 SWD 1.2 African American 0.2 Asian 5.9 Hispanic 2 Pacific Islander 13.7 White 3 Multiple Race 4.8 Decrease for: Foster Youth -7.9 Homeless -6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term English Learners		* Black/African American: -44.5 * Asian: 54.9 * Hispanic: -48.5 * Pacific Islanders: -19.1 * White: -2.3 * Multiple Race: +7.8	
M 1.3	Priority 4 Percentage of students completing UC/CSU Entrance Requirements (a-g) Source: Data Insights 2025-26 Updated Source to Dashboard Additional Reports	A-G (2023) (DataInsight's) * Overall: 55.64% * Hispanic: 46.92% * English Learners: 10.23% * SED: 49.08% * Foster Youth: 21.43% * African American: 49.80% * Special Education: 11.29% Updated Benchmark (CA Dashboard) Overall: 51.6% * Hispanic: 43% * English Learners: 18.3% * SED: 45.9% * Foster Youth: 14.7% * African American: 44.9%	A-G (2024) (CA Dashboard) * Overall: 51.4% * Hispanic: 41.5% * English Learners:15.7% LTEL: 13.2% * SED: 47.8% * Foster Youth:13.9% * African American: 51.1% * Special Education: 10.7%		A-G (2026) Desire to gain 2% per year towards 70% overall; 3% per year for unduplicated and students with disabilities to close gaps Overall: 61.64% * Hispanic: 52.92% * English Learners:19.23% * SED: 58.08% * Foster Youth; 30.43% * African American: 55.80% * Special Education: 20.29%	Increase for: SED: +1.9% African American: +10.2% Decrease for: All: -0.2% HI: -1.5% EL: -2.6% FOS: -0.8% SPED: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Special Education: 11.6%				
M 1.4	Priority 4 Percentage of students completing at least one Career Technical Education (CTE) Pathway Source: Dashboard Additional Reports	2022-2023 CTE Completion * All: 14.5% * English Learner (EL): 9.4% * Foster Youth: 2.9% * Homeless:11.4% * Socioeconomically Disadvantaged: 13.9% * Students with Disabilities: 15.2% * Black/African American: 9.1% * Asian: 19.5% * Hispanic: 12.3% * Pacific Islanders: 0.0% * White: 18.8% * Multiple Race: 13.8%	2023-2024 CTE Completion * All: 16.5% * English Learner (EL): 9.7% * Foster Youth:11.1% * Homeless: 8.1% * Socioeconomically Disadvantaged: 15.8% * Students with Disabilities: 16.5% * Black/African American: 11.2% * Asian: 27.4% * Hispanic: 13.9% * Pacific Islanders: 0% * White: 18.9% * Multiple Race: 11.5%		2026-2027 CTE Completion Goal to Increase 2% per year towards 25% goal; 3% per year for unduplicated and students with disabilities to close gaps * All: 20.0% * English Learner (EL): 18% * Foster Youth: 12% * Homeless:17% * Socioeconomically Disadvantaged: 22.9% * Students with Disabilities: 24% * Black/African American: 25% * Asian:25% * Hispanic: 25% * Pacific Islanders: 6.0% * White: 25% * Multiple Race: 25%	Increase of 2% for all students. Increase: EL (0.3%); Foster (8.2%) SED (1.9%) SWD (1.3%) African American (2.1%) Asian (7.9%) Hispanic (1.6%) White (0.1%) Decrease: Homeless (3.3%); Multiple Race: (2.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 1.5	Priority 4 Percentage of students completing UC/CSU Entrance Requirements (a-g) AND CTE Pathway(s) Source: Dashboard Additional Reports	2022-2023 Overall Percentage of HS Cohort CNUSD: All Student Groups Data * All: 9.0% * English Learner (EL): 1.8% * Foster Youth: 0% * Homeless: 4.4% * Socioeconomically Disadvantaged: 7.9% * Students with Disabilities: 2.5% * Black/African American: 5.3% * Asian: 16.8% * Hispanic: 6.2% * Pacific Islanders: 0% * White: 12.5% * Multiple Race: 11.5% (Data Source: CA Dashboard Additional Reports)	2023-2024 Overall Percentage of HS Cohort CNUSD: All Student Groups Data * All: 10.1% * English Learner (EL): 2.6% * Foster Youth: 2.8% * Homeless: 2.4% * Socioeconomically Disadvantaged: 9.3% * Students with Disabilities: 2.2% * Black/African American: 7.2% * Asian: 23.5% * Hispanic: 7.0% * Pacific Islanders: 0 * White: 10.7% * Multiple Race: 9.0% (Data Source: CA Dashboard Additional Reports)		2026-2027 Overall Percentage of HS Cohort CNUSD: All Student Groups Data Goal: Increase by 1% Annually towards 20% goal; 5% over 3 years for unduplicated and students with disabilities to close gaps * All: 12.0% * English Learner (EL): 6.8% * Foster Youth: 5% * Homeless: 3% * Socioeconomically Disadvantaged: 12.9% * Students with Disabilities: 7.5% * Black/African American: 8.3% * Asian: 19.8% * Hispanic: 9.2% * Pacific Islanders:3% * White: 15.5%	Increase of 1.1% for all students: Increase for: EL (1.8%) Foster (2.8%) SED (6.8%) African American (1.9%) Asian (6.7%) Hispanic (0.8%) Decrease for: Homeless (2%) SWD (0.3%) White: (1.8%) Multiple Race (2.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					* Multiple Race: 14.5% (Data Source: CA Dashboard Additional Reports)	
M 1.6	Priority 4 Count of students completing an Industry Certification in a CTE area. Source: Data Insights Updated Source: Qualtrics	2023-2024 Overall - 1812 Socioeconomically Disadvantaged: 28 Hispanic - 664 African American - 89 Female - 842 Male - 970 Updated baseline is for 2022-23: Overall earned certifications - 3729 Students earning certifications (1+): SPED: 163 EL: 77 Foster: 0 Hispanic - 793 African American - 75 Female - 700 Male - 1034	2023-2024 Overall earned certifications - 4178 SPED: 155 EL: 43 Foster: 1 Hispanic - 937 African American - 108 Female - 838 Male - 1239		2026-2027 Increase count of industry certifications to 2200 overall. Updated Goal: Increase count of industry certifications to 4500 overall.	Increase in number of industry certifications earned Increase in number of students who earned certifications for the following groups: Foster - 1 Hispanic - 273 African American - 19 Male - 269 Decrease in number of students who earned certifications for the following groups: Female - 4 fewer SPED - 8 fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL - 34 fewer
M 1.7	Priority 4 Participation in AP Classes Source: CNUSD Data Insights via College Board Data	2022-2023 * Overall - 22.72 % * Hispanic - 16.9% * African American - 18.78 % * English Learners - 4.41% * RFEP - 28.36 % * SED - 20.03 % * Foster Youth - 7.25% %	2023-2024 * Overall - 24.4% * Hispanic - 18.28% * African American - 22.44% * English Learners - 5.92% * RFEP - 29.07% * SED - 21.66% * Foster Youth- 4.05%		2026-2027 Goal: Double participation for unduplicated students to goal of 30% * Overall - 30 % * Hispanic - 30% * African American - 30% * English Learners - 10% * RFEP - 30 % * SED - 30% * Foster Youth - 15 %	Increase of 1.68% for all students. Increase for: Hispanic +1.38% African American +3.66% English Learners +1.51% RFEP +0.71% SED +1.63% Decrease for: Foster Youth - 3.2%
M 1.8	Priority 4 Percentage of students completing AP exams with a score of 3 or higher on at least 1 AP Exam Source: Collegeboard.org	2022 - 2023 * Overall - 65.11 % * Hispanic - 59.08% * African American - 60.73 % * RFEP - 61.37 % * SED - 60.83 % * Foster Youth - 55.56 % (Data Source: - CNUSD DataInsights and CollegeBoard)	2023 - 2024 * Overall - 74.12% * Hispanic - 68.15% * African American - 64.09% * RFEP - 72.16% * SED - 71.22% * Foster Youth - 100% (Data Source: - CNUSD Data		2026 - 2027 Goal - Increase of to 70% pass rate for all * Overall - 70% * Hispanic - 70% * African American - 70 % * RFEP - 70 % * SED -70% * Foster Youth - 70 %	Increase of 9% for all students Increase for: Hispanic +9.06% African American +3.36% RFEP +10.79% SED +10.39% Foster +44.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Insights and College Board)		(Data Source: - CNUSD DataInsights and CollegeBoard)	
M 1.9	Priority 4 Percentage of students meeting "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA Source: English Language Arts/Literacy (Smarter Balanced Assessments) - Filter for 11th grade results	CAASPP Data - Fall 2023 * Overall - 59.56 % * Hispanic - 51.47% * English Learners - 5.25 % * Low Income (now Socio-economically Disadvantaged (SED) - 53.54% * African American - 51.91 % * RFEP - 63.75% (Data Source: DataQuest 11th Grade	CAASPP Data - Fall 2024 * Overall - 63.12% * Hispanic - 54.74% * English Learners - 5.86% * Low Income (now Socio-economically Disadvantaged (SED))-56.97% * African American - 58.07% * RFEP - 65.63% (Data Source: DataQuest 11th Grade		2026-2027 Goal - Increase by 6% over 3 years; 10% gain for student groups below all student average in 3 years overall. * Overall - 66% * Hispanic - 61% * English Learners - 15% * Low Income (now Socio-economically Disadvantaged (SED)) - 63% * African American - 62% * RFEP - 69% (Data Source: DataQuest 11th Grade	Increase of 3.3% for all students Increase for: Hispanic +3.27% English Learners +0.61% SED +3.36% African American +6.16% RFEP +1.88%
M 1.10	Priority 4 Percentage of students meeting "Ready for	CAASPP Data - Fall 2023	CAASPP Data - Fall 2024		2026-2027	Increase of 3. 3% for all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College" and/or "Conditionally Ready for College" on EAP in Math Source: Mathematics (Smarter Balanced Assessments) - Filter for 11th grade results	* Overall - 33.57% * Hispanic - 22.14% * English Learners - 2.36% * Low Income (now Socio-economically Disadvantaged (SED)) - 26.47 % * African American - 25.87 % * RFEP - 30.71% (Data Source: DataQuest 11th Grade CAASPP Math)	* Overall - 36.87% * Hispanic - 24.69% * English Learners - 5.33% * Low Income (now Socio-economically Disadvantaged (SED)) -29.54% * African American - 26.38% * RFEP - 34.74% (Data Source: DataQuest 11th Grade CAASPP Math)		Goal - Increase by 6% for all students; 10% for student groups below all student average in 3 years overall. * Overall - 39% * Hispanic - 32% * English Learners - 12% * Low Income (now Socio-economically Disadvantaged (SED)) - 36 % * African American - 36 % * RFEP - 39% (Data Source: DataQuest 11th Grade CAASPP Math)	Increase for: Hispanic +2.55% EL: +2.97% SED: +3.07% African American+0.51% RFEP +4.03%
M 1.11	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022 - 2023 CNUSD: All Student Groups Data * All: 94.9% * English Learner (EL): 88% * Foster Youth: 85.3% * Homeless: 86.8% * Socioeconomically Disadvantaged: 94.3%	2023 - 2024 CNUSD: All Student Groups Data * All: 96.3% * English Learner (EL): 90.1% * Foster Youth: 82.9% * Homeless: 90.7%		2026 - 2027 Goal: Increase overall to 96%; all groups by at least 3%; to a minimum of 90% for every group CNUSD All Students	Increase of 1.4% for all students Increase for: EL+2.1% Homeless: +4.1% SED: +1.7% SWD: +7.7% Asian: +0.1% Hispanic +2.3% White +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Students with Disabilities: 81.5% * Black/African American: 96.2% * Asian: 96.2% * Hispanic: 93.8% * Pacific Islanders: 100% * White: 95.8% * Multiple Race: 96.6%	*Socioeconomically Disadvantaged: 96% * Students with Disabilities: 89.2% * Black/African American: 95.6% * Asian: 96.3% * Hispanic: 96.1% * Pacific Islanders: 100% * White: 96.4% * Multiple Race: 96%		* All: 96% * English Learner (EL): 95% * Foster Youth: 95% * Homeless: 95% *Socioeconomically Disadvantaged: 98% * Students with Disabilities: 90% * Black/African American: 98% * Asian: 98% * Hispanic: 98% * Pacific Islanders: 100% * White: 98% * Multiple Race: 98%	Decrease for: Foster -2.4% African American -0.6% Multiple Race -0.6%
M 1.12	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI) Source: Dashboard	2022-2023 CNUSD: All Student Groups Data * All: 47.9% * English Learner (EL): 13.4% * Foster Youth: 19.4% * Homeless: 27.3% * Socioeconomically Disadvantaged: 42.3%	2023-2024 CNUSD: All Student Groups Data * All: 48.5% * English Learner (EL): 10.7% * Foster Youth: 5.6% * Homeless: 18.6%		2026-2027 CCI Goal: Increase by at least 8%; 20% minimum for all student groups CNUSD: All Student Groups Data * All: 55%	Increase of 0.6% for all students Change of: SED: 3% SWD: 0.1% African American: 5.6% White: 0.1% Multiple Race:1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Students with Disabilities: 8.2% * Black/African American: 36.4% * Hispanic: 38.8% * Pacific Islanders: 27.8% * White: 55.3% * Multiple Race: 53.5% Data Source: 2023 California School Dashboard, Additional Reports)	* Socioeconomically Disadvantaged: 45.3% * Students with Disabilities: 8.3% * Black/African American: 42.0% * Hispanic: 38.7% * Pacific Islanders:27.3% * White: 55.4% * Multiple Race: 54.5% Data Source: 2023 California School Dashboard, Additional Reports)		* English Learner (EL): 21% * Foster Youth: 26% * Homeless: 35% * Socioeconomically Disadvantaged: 50% * Students with Disabilities: 20% * Black/African American: 44% * Hispanic: 46% * Pacific Islanders:35% * White: 63% * Multiple Race: 61% Data Source: 2023 California School Dashboard, Additional Reports)	Decrease for: Hispanic: - 0.1% EL: -2.7% Foster: - 13.8% Homeless - 8.7% Pacific Islanders - 0.5%
M 1.13	Priority 6 Survey data - Percent of participants selecting "Strongly Agree" and "Agree" on three CSR questions	2024 Survey Data on CSR "My child's class size allows for personal attention and feedback." CNUSD: Overall *66% Elementary	2025 Survey Data on CSR "My child's class size allows for personal attention and feedback" CNUSD: Overall *64%		2027 Survey Data on CSR CNUSD Goal: 75% Parent agreement on all three questions	Change in percent from 2024 to 2025 "My child's class size allows for personal attention and feedback" CNUSD: Overall *-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Parent Survey: CSR Category	* PreK-2: 66 *Gr 3-6 - 64 Secondary *Gr 7-8 - 69 *Gr 9-12 - 67% "My child's class size allows the teacher to meet the needs of all the students in the room" CNUSD Overall *57% Elementary *PreK-2: 60% *Gr 3-6 - 54.8% Secondary *Gr. 7-8 - 56.3% *Gr 9-12 -56.4% "My child's class size is appropriate for the grade level." CNUSD Overall *63% Elementary *PreK-2: 65.2% *Gr 3-6 - 59.7% Secondary *Gr 7-8 - 64.6% *Gr 9-12 -63.3%	Elementary * PreK-2: 70% *Gr 3-6 - 62% Secondary *Gr 7-8 - 64% *Gr 9-12 - 63% "My child's class size allows the teacher to meet the needs of all the students in the room" CNUSD Overall *57% Elementary *PreK-2: 60% *Gr 3-6: 56% Secondary *Gr. 7-8: 55% *Gr 9-12: 55% "My child's class size is appropriate for the grade level." CNUSD Overall *66% Elementary *PreK-2: 64% *Gr 3-6 - 61% Secondary *Gr 7-8 - 61% *Gr 9-12 - 60%			Elementary * PreK-2: +4% *Gr 3-6: -2% Secondary *Gr 7-8: -5 *Gr 9-12: -5% "My child's class size allows the teacher to meet the needs of all the students in the room" CNUSD Overall *0% Elementary *PreK-2: 0% *Gr 3-6: +1.2% Secondary *Gr. 7-8: -1.3% *Gr 9-12: -1.4% "My child's class size is appropriate for the grade level." CNUSD Overall *+3% Elementary *PreK-2: -1.2% *Gr 3-6: +1.3 % Secondary *Gr 7-8: -3.6 % *Gr 9-12: -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 1.14	Maintain equitable access to technology to support learning	2024 100% of students and teachers have access to a device in good repair and wifi	2025 100% of students and teachers have access to a device in good repair and wifi		2027 100% of students and teachers have access to a device in good repair and wifi	No change

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All planned actions under this goal were fully implemented during the 2024–25 school year, contributing to several areas of notable academic growth and achievement. The district's continued investment in high-quality instruction, targeted supports, and expanded learning opportunities led to measurable gains across multiple student groups and subject areas.

Successes to Celebrate:

- English Language Arts (ELA) performance improved, with a 3-point increase in the percentage of students meeting standards across all students. Subgroup gains in ELA included +1.5 points for English learners and +9.5 points for socio-economically disadvantaged students.
- In mathematics, achievement also increased by 3.6 points overall, with English learners gaining +3.8 points and socio-economically disadvantaged students gaining +10.9 points.
- The percentage of socio-economically disadvantaged students completing UC/CSU (A–G) requirements increased by 1.9%.

- Completion of at least one Career Technical Education (CTE) pathway increased by 2% overall.
- The percentage of students earning a score of 3 or higher on an AP exam rose by 9% overall, including gains for foster youth.
- The high school graduation rate increased by 1.4% overall, with gains across nearly all student groups. These positive trends reflect the impact of strategic actions aligned with instructional quality, data-driven intervention, and college and career readiness.

Challenges and Areas for Continued Focus:

Despite the gains, performance gaps persist for some student groups. In ELA, declines were noted for foster youth (-7.5 points), long-term English learners (-7.8 points), and students with disabilities (-3.2 points). In mathematics, foster youth (-53.4 points) and homeless students (-19 points) showed a significant need for additional support. Additionally, A–G completion declined for English learners and foster youth, indicating the need for targeted college readiness interventions. A continuing implementation challenge is finding innovative and sustainable ways to provide professional learning without creating additional strain on the substitute pool or requiring extended teacher absences from classrooms. CNUSD is actively exploring solutions to balance ongoing teacher development with instructional continuity for students.

The following initiatives were central to the successful implementation of the LCAP actions during the 2024–25 school year and remain a focus for the 2025–26 plan:

1. Professional Learning Initiatives (action1.3): The district has provided extensive training in literacy, mathematics, and science, along with support for newly adopted curriculum in science, history, world languages, and AP Literature. Professional learning in literacy and mathematics has directly contributed to gains on CAASPP and progress monitoring assessments, supporting stronger instructional practices and improved student outcomes.

2. Teachers on Special Assignment (TSAs) (action 1.4): Elementary TSAs have continued to play a critical role in supporting teachers through ongoing professional development, data analysis, and Tier II interventions for students in need of additional support. In 2024–25, their role expanded to include mathematics support, working directly with students in small group and one-on-one settings. Middle school TSAs with a focus on math have also been instrumental, contributing to some of the most significant math achievement growth in the district.

3. Support for New Teachers (action 1.4): CNUSD's in-house induction program provides robust support for new educators, ensuring a smooth transition into the district while promoting professional growth. New teachers have consistently reported feeling supported and have demonstrated strong learning through their Induction presentations, reflecting the program's effectiveness in fostering early-career success.

4. Credit Recovery Programs (action 1.9): To keep students on track for graduation, the district continues to offer a variety of credit recovery options, including in-class support, after-school programs, Winter School, and Summer School. In Winter School alone, students successfully recovered credits in 1,151 courses, with representation from all high school campuses—a clear indicator of the program's accessibility and impact.

5. Visual and Performing Arts (VAPA) Expansion (action 2.6): The district's commitment to a well-rounded education is reflected in the continued expansion of its VAPA program, which now offers instruction in Dance, Music, Visual Arts, and Theater to students in grades TK–6. This enriches educational experience and fosters creativity and expression across the student body.

6. Class Size Reduction (action 1.2) : Efforts to reduce class sizes have continued across all grade levels, with focused attention on decreasing or eliminating combination (combo) classes for 2024–25. Smaller class sizes allow for more individualized instruction and a stronger connection between teachers and students, supporting more effective learning environments.

7. Supplemental Instructional Materials (action 1.6): Students are provided with high-quality supplemental materials across core content areas, including reading, literacy, math, science, and history. These resources ensure that teachers are equipped to meet diverse learning needs and deliver standards-aligned instruction with fidelity.

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

In accordance with California Education Code Section 42238.07, any unspent LCFF funds allocated to support unduplicated students must be carried over and reinvested in services that increase and improve outcomes for those students in future years. CNUSD had unspent funds (carryover) from the 2023–24 school year due to factors such as staffing vacancies and program implementation delays. In alignment with state requirements, these carryover dollars have been reinvested into contributing actions for the 2024–25 school year. This reinvestment ensures that the district continues to meet or exceed the minimum proportionality percentage and remains committed to increasing and improving services for unduplicated students, including English learners, foster youth, and students from low-income households. The additional dollars that were unspent and reinvested are accounted for in the 2024-2025 Annual Update Tables included at the end of the 2025 Local Control and Accountability Plan. CNUSD defines material differences as any difference that is greater than 20% between budgeted expenditures and estimated actual expenditures.

Material differences (20%) between Budgeted Expenditures and Estimated Actual Expenditures due to full implementation with increased participation or program expansion, and/or salary/step & column increases are noted as follows:

Action 1.2 Additional teachers to lower class sizes K-12: Approximately $20,150,000 in carryover was reinvested in this action to purchase relocatable classrooms for CSR.

Action 1.3 High Quality Professional Development: Approximately $1,035,350,350 was reinvested in this action.

Action 1.4 MTSS T1 & TII Academic Supports: Approximately $2,992,788 was reinvested in this action.

Action 1.5 Educational technology support and resources to provide student access to the standards: Approximately $2,227,532 was reinvested in this action to pre-order classroom technology to avoid the impending tariffs.

Action 1.6 Supplemental materials and supports to access and assess standards in literacy, math, science, and social studies: Approximately $6,423,037 was reinvested in this action.

Action 1.8 Career Technical Education: Approximately $3,543,065 was reinvested in this action.

Action 1.9 Opportunities for high school graduation credits for students in need of support: Approximately $830,495 was reinvested in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Each goal in our LCAP contains a number of action items that work together to achieve the desired outcome. The majority of Goal 1 (Academic Excellence) actions have been effective in making progress toward the goal, and many work together toward the goal, making it difficult to determine the effects of a single action.
The following is an explanation of how effective actions were in making progress towards Goal 1:

Action 1.1 High Quality Staffing, Action 1.2 Additional teachers to lower class size, and 1.4 MTSS T1 and T2 Supports, including TSA's, have impacted student outcomes as seen on the California Dashboard. While it is difficult to tease out the direct relationship between one of these actions and student outcomes, this combination of factors seems to be allowing students to increase performance on a test of California State Standards in English and Math. Parent perception shows more satisfaction with class size in 2024 than in 2023 (from 55% to 75%).

Action 1.3 Professional Development, 1.5 Technology integration, 1.6 Supplemental materials all support teachers and administration in ensuring students have the quality education they deserve. We continue to have 100% of students and teachers with access to a working device and wifi.

Action 1.7 Dual Enrollment, AP/IB, 1.8 CTE pathways, 1.9 Credit Recovery options allow students to follow a path that best meets their needs. When students receive supports and opportunities, they find success in education, despite any setbacks they may experience. This shows in the graduation increase for 2024 (96%), the College/Career Indicator for 2024 (48.7%), the percent of students attempting and succeeding in Advanced Placement work (+9%) and earning Industry Certifications while still in high school (4178 certifications).

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from the similarly numbered actions, reducing potential confusion. Additionally, the data source for Metric M 1.3: Percentage of Students Completing UC/CSU Entrance Requirements (a–g) has been updated. The original source, Data Insights, has been replaced with Dashboard Additional Reports to ensure consistency with state-reported data. Baseline data from this updated source has also been updated. The data source for M1.6: Count of students completing an Industry Certification in a CTE area, has been updated to Qualtrics to provide more accurate, up-to-date data and the baseline has been updated to reflect the 2022-2023 school year. The goal was changed to 4500 Industry certifications in one year.

As a result of reflections on prior implementation and educational partner feedback, CNUSD made strategic adjustments to the planned actions for the coming year. While the overall goal and associated metrics remain consistent, additional funds have been included to enhance professional learning opportunities in key instructional areas. Specifically, Action 1.3 has been expanded to include $1,500,000 in one-time funding from the Learning Recovery Emergency Block Grant to support professional development in literacy, mathematics, and Professional Learning Communities (PLCs). This investment is designed to build educator capacity, promote high-quality instruction, and improve student outcomes—particularly for unduplicated students—by reinforcing a shared commitment to continuous improvement and instructional excellence.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Staffing	a. Highly trained teachers will provide rigorous instruction and support services daily. b. Certificated management personnel will provide support to academic programs, school safety, and smooth operations at the school sites. c. Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. Funding through: LCFF $456,691,307	$456,691,307.00	No
1.2	Additional teachers to lower class sizes K-12	Assigning additional teachers to reduce class sizes K-12 is targeted towards students from unduplicated and targeted populations, specifically those identified as Foster/Homeless, English Learners (EL), Socioeconomically Disadvantaged (SED). This initiative is designed to address the critical need for more personalized and tailored instruction to meet the diverse learning needs of these students. By maintaining these additional teachers, CNUSD aims to improve academic achievement by ensuring that students are not only meeting grade-level standards but also adequately prepared for the challenges of the next grade level. The smaller class sizes will facilitate more individualized attention, targeted support, and allow for a conducive	$40,920,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning environment for students who may require additional assistance to thrive academically. Funding through: LCFF Supplemental/Concentration $40,920,101		

1.3	High Quality Professional Development	CNUSD will deliver comprehensive professional development to all staff members, including certified, classified, and management personnel, on evidence-based instructional practices and strategies to successfully execute challenging instruction and inclusivity across all subject areas to enhance student outcomes. Research consistently demonstrates that sustained professional development significantly improve teaching effectiveness and student achievement in literacy and math (Darling-Hammond et al., 2017). Actions will be monitored by Metric 1.1 ELA, 1.2 Math, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Grad rate, 1.12 CCI.
		Priority for substitutes will be provided to sites with red indicators in ELA, Math and CCI (See Plan Summary: Reflections for a list of all schools and subgroups).
		
		Funding through:
		  a) Certificated professional development
		    LCFF Supplemental/Concentration $ 1,973,575
		    Learning Recovery Emergency Block Grant $1,700,000
		
		  b) Classified professional development
		    LCFF Supplemental/Concentration $220,000
		
		  c) CTE Professional Learning
		    CTEIG/K12 Strong Workforce $60,000
			$3,953,575.00	Yes

1.4	MTSS T1 & TII Academic Supports	The educational process for all students will be supported at the school site with additional personnel (Teachers on Special Assignment - TSAs) to support teachers and/or provide direct intervention support to students not yet meeting standards in literacy and math. Research consistently demonstrates that job-embedded coaching improves teaching effectiveness and student achievement in literacy and math (Kraft, Blazar, & Hogan, 2018). Action will be monitored by Metric 1.1 ELA, 1.2 Math a) Elementary Teachers on Special Assignment (TSAs)	$15,203,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b) Intermediate Math TSAs c) Induction Support Providers d) Teachers on Special Assignment to deliver professional development Funding through: LCFF Supplemental/Concentration $14,753,430 Learning Recovery Emergency Block Grant $450,000		
1.5	Educational Technology support and resources to provide student access to the standards	Implementing Educational Technology support and resources is targeted towards our students, ensuring they have the tools and access needed to engage with the standards effectively. This comprehensive approach involves several key components: a) IT Technicians: This support will ensure that our technological infrastructure is robust and maintained, minimizing downtime and disruptions to student learning. IT technicians will provide timely assistance to both students and teachers, ensuring that any technical issues are swiftly addressed. b) 5-Year Classroom Technology Refresh: By refreshing classroom technology over a 5-year period, we ensure that students and teachers have access to up-to-date devices and equipment. This includes computers, tablets, interactive whiteboards, and other essential tools that enhance learning experience. c) Instructional Software: The use of instructional software will provide students with interactive and engaging learning opportunities. This software can cater to different learning styles, offering personalized learning experiences that help students grasp and apply the standards more effectively. d) Learning Management System (LMS) Canvas: The adoption of an LMS like Canvas will centralize learning materials, assignments, and resources. Students can access course materials anytime, anywhere, fostering a more flexible and accessible learning environment. Teachers can also use the LMS to track student progress and provide feedback. Funding through:	$7,322,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF Supplemental/Concentration $5,364,560 LCFF: $1,957,844		
1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies is primarily targeted towards students who may benefit from additional resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively. Research demonstrates that access to standards-aligned instructional materials improves student achievement in literacy and math (Steiner, 2017). Actions will be monitored by Metric 1.1 ELA, 1.2 Math, 1.3 A-G, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Grad rate, 1.12 CCI a. Supplemental academic materials in core subjects to support the academic achievement and provide intervention supports for at-risk or unduplicated students b. Early literacy classroom support with paraeducators, principally directed to ensure unduplicated students are at grade level and prepared for first grade c. District-wide assessment platform with universal screening tools in ELA, Math, and SEL to support data-driven intervention and progress monitor learning d. Curriculum Coordinator to facilitate support in core subjects Funding through: LCFF Supplemental/Concentration $6,661,522 Learning Recovery Emergency Block Grant $1,500,000	$8,161,522.00	Yes
1.7	Pathways to prepare students for post-secondary education	Supports for students in our school district who are eager to pursue higher education but may face barriers in accessing and navigating college-level coursework. Specific support includes:	$1,044,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Dual Enrollment with Norco College - build student interest in the program, support students with registration for college classes and with successful performance in those classes. b. Advanced Placement (AP): Provide additional support for students taking Advanced Placement classes to include student intervention support, additional instructional materials and summer preparation classes. c. International Baccalaureate (IB): Support for International Baccalaureate (IB) at the Elementary level (Primary Years Program-PYP), Intermediate level (Middle Years Program - MYP), and High School - IB (grades 11-12) d. A transcript management program for transition to post-secondary education. Proper documentation and reporting ensure that students receive full credit for their efforts as it relates to graduation credits and A-G attainment. This eliminates the barriers for our unduplicated students to attend post-secondary schooling. Funding through: LCFF Supplemental/Concentration $1,024,737 LCFF $20,000		
1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	This action responds to the critical need for equipping students with practical skills and knowledge aligned with high-demand industries. It aims to bridge the gap between education and the workforce by offering pathways that lead to high-yield, high-wage, and high-growth careers. a) Staff to monitor and oversee District CTE Programs. Additional teachers hired to support the implementation of CTE classes and b) pathways. c) Increase articulation agreements with the local community colleges and increase the number of CTE courses that are accepted as entrance requirements (a-g) by the UC system. d) For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez	$4,651,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. e) CNUSD will utilize Qualtrics to refine the CTE data collection tools to obtain additional, cleaner data. Data will be aggregated for the district and disaggregated for the comprehensive high schools and individual high school students. f) CTE student leadership is one component of a highly effective CTE program. Students, in particular, English Learners, Low Income students and foster youth will be encouraged to participate in leadership development and competitive events of their curricular student youth organization (FBLA, FCCLA, FFA, HOSA, SkillsUSA) Funding through: LCFF Supplemental/Concentration $2,274,840 CTEIG, Perkins, AGIG, and K12SWP $ 2,376,618		
1.9	Opportunities for high school graduation credits for students in need of support	The district will offer various initiatives tailored for students who are credit deficient and at risk of not graduating from high school. By offering a range of options from traditional credit recovery during the school day to more flexible Adult Education and concurrent enrollment, CNUSD will provide a comprehensive approach to address the diverse needs of credit-deficient students. a) Winter and Summer School b) Credit recovery (during the day and in a centralized setting) c) Adult education credit recovery Priority for summer school and credit recovery opportunities will be provided to schools and student groups with red indicators. (See Plan Summary: Reflections for a list of schools and student groups) Funding through: LCFF Supplemental/Concentration $3,496,766	$3,496,766.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Student Safety and Well-Being:** Enhance student safety and well-being by implementing comprehensive programs and support services that cultivate a positive school climate, prioritize mental health, and foster a sense of belonging and connectedness ensuring a secure and nurturing environment conducive to academic success and personal growth leading to completion of TK-12 educational pathway.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CNUSD prioritizes providing all students with the tools, resources, and support they need to manage mental health challenges. Our mission is to provide a safe and supportive learning environment that is inclusive and collaborative. CNUSD believes parental involvement is key to student attendance, which in turn impacts student achievement. Through implementation of the actions in goal two, and through monthly data monitoring, a decrease in suspension and expulsions rates and as well as a decrease in chronic absenteeism rates for identified student groups will be achieved.

For Goal 2, student chronic absenteeism and suspension rates are indicators used to measure student safety and well-being. In 2023, CNUSD had 3 student groups with red indicators for chronic absenteeism and 5 student groups with red indicators for suspension rate. In 2024, CNUSD had 2 student groups with red indicators for chronic absenteeism and 0 red indicators for suspension. Within school sites in 2023, CNUSD had red indicators in chronic absenteeism for 24 schools and 27 schools for suspension. We also had 10 schools that had overall red indicators for suspension and 5 schools that had overall red indicators for chronic absenteeism. In 2024, CNUSD had red indicators in Chronic Absenteeism for 8 schools and 24 schools for suspension. Two schools had overall red indicators for suspension, and 0 schools had overall red indicators for chronic absenteeism. See Plan Summary: Reflections for a list of all schools and student groups with red indicators.

Surveys of parents indicate that parental involvement in at least one school activity is at an overall level of 83%, however, this rate is lower for our unduplicated student groups (where data is available)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.1	Priority 3 Parental Involvement Section of the LCAP Parent Survey Percentage of parents involved in any site activities out of all parents who responded to the yearly survey. Source: LCAP Parent Survey - Household Involvement Section Highest Involvement Reported	Parental Involvement (2024) Overall - 83% English Learner - 77.94% Foster - 50% Students with exceptional needs - 82.7% By School Level: Elementary: 87.7% Intermediate: 84.7% High: 70.2% All in the "General School Meeting" category	Parental Involvement (2025) Overall - 93% English Learner - 88% Foster - not available % Students with exceptional needs - 93% By School Level: Elementary: 95% Intermediate: 91 % High: 90%		Parental Involvement Goal - Maintain a minimum of 80% parent involvement at all sites, with all student groups. Overall - 80% Unduplicated - 80% Foster - 80% Students with exceptional needs - 80% All levels: 80%	Change: Overall - +10% English Learner - 10.06% Foster - not available % Students with exceptional needs - 10.3% By School Level: Elementary: +7.3% Intermediate: +7.7 % High: +20.2%
M 2.2	Priority 5 K-12 Attendance Rate Q SIS	2022-2023 93.74%	2023-2024 94.40%		2026-2027 96.74	Increase in attendance rate by 0.66%
M 2.3	Priority 5 Percent of students are Chronically Absent Source: K-8	2022-2023 CNUSD: All Student Groups Data * All: 20% * English Learner (EL): 21.9%	2023-2024 CNUSD: All Student Groups Data * All: 12.6%		2026-2027 Goals - Decrease by 3% a year to 5% chronic absenteeism or less.	Decrease of chronic absenteeism by 7.4% Decreased student groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard Chronic Absenteeism Rate	* Foster Youth: 23.8% * Homeless: 36.8% * Socioeconomically Disadvantaged: 23.2% * Students with Disabilities: 28.1% * Black/African American: 22.8% * American Indian: 26.2% * Asian: 9.6% * Filipino: 10.5% * Hispanic: 23.6% * Pacific Islanders: 35.9% * White: 17.6% * Multiple Race: 21.2% (Data Source: CA Dashboard)	* English Learner (EL): 13.4% * Foster Youth: 27.8% * Homeless: 36.7% * Socioeconomically Disadvantaged: 14.3% * Students with Disabilities: 19.0% * Black/African American: 19.5% * American Indian: 22.6% * Asian: 5.3% * Filipino: 3.0% * Hispanic: 14.9% * Pacific Islanders: 19.3% * White:10.7% * Multiple Race: 13.5% (Data Source: CA Dashboard)		Maximum 20% CA for all sites/student groups. CNUSD: All Student Groups Data * All: 10% * English Learner (EL): 12% * Foster Youth: 14% * Homeless: 20% * Socioeconomically Disadvantaged: 14% * Students with Disabilities: 18% * Black/African American: 12% * American Indian: 17% * Asian: 5% * Filipino: 5% * Hispanic: 14% * Pacific Islanders: 20% * White: 9% * Multiple Race: 13% (Data Source: CA Dashboard)	EL (-8.5%) Homeless (-0.1%) SED (-8.9%) SWD (-8.9%) African American (-3.2%) American Indian (-6.7%) Asian (-4.3%) Filipino (-7.5%) Hispanic (-8.7%) Pacific Islanders (-16.6%) White (-6.9%) Multiple Race: (-7.7%) Increase in: Foster (4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.4	Priority 5 Middle School Dropout Rate Source: CALPADS Reports 1.8, 1.12	2022-2023 CNUSD: *All - 1	2023-2024 CNUSD: *All - 1		2025-2026 Goal - Zero Middle School Dropouts	0 change
M 2.5	Priority 5 High School Dropout Rate Source: Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts	2022-2023 CNUSD * All: 80 total = 1.8% * Hispanic: 59 = 2.4% * English Learners: 24 = 4.3% of EL's * Foster: 3 = 9.8% of Foster Students * Homeless: 5 = 4.5% of Homeless Students * SED 70 = 2.0%	2023-2024 CNUSD * All: 72 = 1.7% * Hispanic: 53 =2.3% * English Learners: 36 = 6.5% * Foster:6= 17.1% * Homeless:8 = 6.8% * SED: 69 = 1.8%		2025 -2026 Goals - Decrease dropout rate to below 1% for all student groups	Overall Dropout Rate decrease of 0.1% Decrease in: Hispanic: (.1%) SED: (0.2%) Increase in: EL (2.3%) Foster (7.3%) Homeless (2.3%)
M 2.6	Priority 6 Pupil Suspension Rate Source: DataQuest Suspension Rate	2023-2024 CNUSD: All Student Groups Data * All: 4.7% * English Learner (EL): 6.5% * Foster Youth: 15.8% * Homeless: 8.3% * Socioeconomically Disadvantaged: 5.6% * Students with Disabilities: 8.1%	2023-2024 CNUSD: All Student Groups Data * All: 4.2% * English Learner (EL): 5.6% * Foster Youth: 14.8% * Homeless: 10.9% * Socioeconomically Disadvantaged: 4.8%		2025-2026 Goal: Decrease suspensions to: Overall - less than 4% Elementary - less than 3% Secondary - less than 5%	Decrease in suspension by 0.3% for all students to 4.2% Decrease in suspensions for: All: -.0.5% EL/LTEL: -0.9% Foster: -1% SED: -0.8% SWD: -3.3% Filipino: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Black/African American: 7.8% * American Indian: 6.0% * Asian: 1.9% * Filipino:1.9 % * Hispanic: 5.6% * Pacific Islanders: 6.4% * White: 3.9% * Multiple Race: 3.7% Count of: Elementary over 3% = 12 Secondary over 5% = 14 (Data Source: CA Dashboard)	* Students with Disabilities: 7.3% * Black/African American: 7.8% * American Indian: 6.5% * Asian: 1.8% * Filipino:1.0 % * Hispanic: 5.0% * Pacific Islanders: 4.2% * White: 3.4% * Multiple Race: 3.2% Count of: Elementary over 3% = 15 Secondary over 5% = 10 (Data Source: CA Dataquest)			Hispanic: -0.6% White: -0.5% Multiple Race: -0.4% Increase in Suspension for: Homeless: +2.6% American Indian/Alaskan: +0.5% Elementary over 3% = 3 more schools than prior year Secondary over 5% = 4 less schools than prior year
M 2.7	Priority 6 Pupil Expulsion Rate Source: Dataquest Expulsion Rate	2022-2023 DataQuest CNUSD: All Student Groups Data * All: 0.2% * English Learner (EL): 0.3% * Foster Youth: 0.8% * Homeless:0.2 %	2023-2024 DataQuest CNUSD: All Student Groups Data * All: 0.2% * English Learner (EL): 0.2%		2025-2026 DataQuest CNUSD: Decrease and maintain expulsion rates lower than the county and state average.	Expulsion Rate remained the same. Decrease in the following student groups: English Learner - 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged: 0.2% * Students with Disabilities: 0.3% * Black/African American: 0.3% * Filipino:0.1 % * Hispanic: 0.2% * White: 0.1% * Multiple Race: 0.2%	* Foster Youth: 0.5% * Homeless: 0.6%: * Socioeconomically Disadvantaged: 0.2% * Students with Disabilities: 0.2% * Black/African American:0.2% * Filipino:0.1% * Hispanic:0.2% * White: 0.1% * Multiple Race: 0.4%			Foster Youth - 0.3% Black/African American -0.1% Increase in the following student groups: Homeless +0.4% Multiple Race +0.2%
M 2.8	Priority 6 Local Climate Survey: California Healthy Kids Survey (CHKS) Grade 5, 7, 9, 11 Source: California Healthy Kids Survey (CHKS); Table A2.1, A2.2	2023 CHKS School Connectedness: Gr 5 - 74% Gr 7: 62% Gr 9: 58% Gr 11: 55% Caring Adults in School Gr. 5: 70% Gr. 7: 58% Gr. 9: 52% Gr. 11:55% Academic Motivation: Gr: 5: 86% Gr: 7: 67% Gr: 9 63% Gr: 11: 61%	2024 CHKS School Connectedness: Gr 5 - 75% Gr 7: 63% Gr 9: 57% Gr 11: 53% Caring Adults in School Gr. 5: 71% Gr. 7: 58% Gr. 9: 50% Gr. 11: 54% Academic Motivation: Gr: 5: 86% Gr: 7: 67%		2026 CHKS Goals: Connectedness increase of 5% from 2023 Gr 5 - 80% Gr 7: 68% Gr 9: 62% Gr: 11: 60% Caring Adult increase of 5% Gr. 5: 76% Gr. 7: 58% Gr. 9: 55% Gr. 11: 59% Academic Motivation	Change: School Connectedness: Gr 5 - +1% Gr 7: +1% Gr 9: -1% Gr 11: -2% Caring Adults in School Gr. 5: +1% Gr. 7: no change Gr. 9: -2% Gr. 11: -1% Academic Motivation: Gr: 5: no change Gr: 7: no change Gr: 9: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Sad/Hopeless: Gr: 7 - 30% Gr: 9 - 30% Gr: 11 - 35% Safe or Very Safe/ Most or All the time Gr 5: 80% Gr 7: 63% Gr 9: 59% Gr 11: 61%	Gr: 9: 61% Gr: 11: 59% Chronic Sad/Hopeless: Gr: 7 - 27% Gr: 9 - 31% Gr: 11 - 34% Safe or Very Safe/ Most or All the time Gr 5: 81% Gr 7: 64% Gr 9: 59% Gr 11: 58%		increase to 85% all levels Sad/Hopeless decrease by 5% Gr: 7 - 22% Gr: 9 - 27% Gr: 11 - 29% Safe/Very Safe: Increase to 80% or higher all levels	Gr: 11: -2% Chronic Sad/Hopeless: Gr 7: -3% Gr 9: +1% Gr 11: -1% Safe or Very Safe/ Most or All the time Gr 5: +1% Gr 7: +1% Gr 9: no change Gr 11: -3%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of CNUSD's Multi-Tiered System of Supports (MTSS) framework—including Tier 1, 2, and 3 Behavioral and Social Emotional Supports (actions 2.1-2.3) was largely aligned with planned actions. Key staffing additions, such as coordinators, TSAs, paraeducators, counselors (action 2.4), nurses (action 2.5), and support personnel, were successfully deployed, enabling broad implementation across schools. Tier 1 supports saw a strong rollout with TSA-led coaching and training, and Tier 2 programs like STEPS and Rescue A Generation effectively reached thousands of students. Tier 3 supports, including RBT services and partnerships with Wellness Together and Care Solace, demonstrated positive impact despite staffing constraints.

Actions within Goal 2 contributed significantly to improved student outcomes, particularly in attendance and discipline. The district saw an overall increase in the TK–12 attendance rate of 0.66% and a 7.4% decrease in chronic absenteeism, with especially notable declines among English Learners (8.5%) and Socioeconomically Disadvantaged students (8.9%). These gains underscore the success of targeted interventions, proactive family engagement, and consistent implementation of Tiered supports. Suspension rates also decreased by 0.3%

overall, with nearly every student subgroup showing improvement, reflecting the effectiveness of restorative practices, SEL initiatives, and expanded counseling services.

While the programs generally followed their original scope, some deviations occurred. Site-level focus on PLCs limited the consistency of Tier 1 team meetings, affecting the TSA's ability to support sites effectively. Limited hours for STEPS aides restricted Tier 2 group coverage, and challenges such as inconsistency in student attendance impacted the effectiveness of peer mentoring programs. In Tier 3, although RBT staffing remained stable, varying site readiness and systems led to differences in implementation effectiveness. The counseling expansion significantly enhanced Tier 1 services; however, inconsistent counselor-to-student ratios created disparities in service delivery.

Despite these successes, a few key challenges emerged. Chronic absenteeism among Foster Youth increased by 4%, indicating a critical need for more coordinated, individualized supports for this vulnerable population. Additionally, while suspension rates declined overall, students experiencing homelessness and those in the American Indian subgroup saw increases, pointing to areas where interventions and supports must be refined and reinforced.

Further, while Visual and Performing Arts (VAPA) programs successfully reached all 4th–6th grade students, staffing shortages and supply chain issues presented implementation challenges. Programs such as Umoja, UNITY, athletics, and family engagement initiatives helped strengthen school connectedness but faced hurdles, including inconsistent program availability, rising costs, and limited access to professional development and articulation with higher education. Security staffing and School Resource Officers (SROs) contributed to a safer campus climate but also highlighted the ongoing need for training and clearer role definition.

In summary, most services were fully implemented and showed clear evidence of success in advancing district goals. However, ongoing operational challenges, including staffing, training, scheduling, and budget limitations—require continued attention to ensure consistent and equitable implementation across all sites and student groups.

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

In accordance with California Education Code Section 42238.07, any unspent LCFF funds allocated to support unduplicated students must be carried over and reinvested in services that increase and improve outcomes for those students in future years. CNUSD had unspent funds (carryover) from the 2023–24 school year due to factors such as staffing vacancies and program implementation delays. In alignment with state requirements, these carryover dollars have been reinvested into contributing actions for the 2024–25 school year. This reinvestment ensures that the district continues to meet or exceed the minimum proportionality percentage and remains committed to increasing and improving services for unduplicated students, including English learners, foster youth, and students from low-income households. The additional dollars that were unspent and reinvested are accounted for in the 2024-2025 Annual Update Tables included at the end of the 2025 Local Control and Accountability Plan. CNUSD defines material differences as any difference that is greater than 20% between budgeted expenditures and estimated actual expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to full implementation with increased participation/program, salary/step increases & column increases or utilizing one-time funds to supplement is noted as follows:

Action 2.2 MTSS Behavioral and Social Emotional Tier 2 Supports - Approximately $245,389 was reinvested in this action.
Action 2.3 MTSS Behavioral and Social Emotional Tier 3 Supports - Approximately $774,538 was reinvested in this action.
Action 2.7 Secondary Connection to School (sense of belonging) - Approximately $592,335 was reinvested in this action.
Action 2.8 Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center - Approximately $565,318 was reinvested in this action.
Action 2.10 Student Safety - Approximately $1,575,310 was reinvested in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district has made strong progress in supporting student well-being and school connectedness, particularly at the Tier 1 level. PBIS implementation is consistent and high in fidelity across 22 schools, establishing a solid foundation. At Tier 2, programs like STEPS and Rescue A Generation have demonstrated positive outcomes in student attendance, behavior, and emotional regulation. However, these services face challenges such as limited aide hours and irregular student attendance, which hinder consistency. Refinement is needed in scheduling practices and staff allocations to ensure group continuity and broader access.

Expanded counseling services have enabled more proactive Tier 1 support and reduced Tier 2 referrals, but counselor-to-student ratios remain uneven across sites. To improve effectiveness, staffing levels should be reviewed and adjusted to meet the needs of larger or higher-need campuses, possibly through revised funding formulas or targeted hiring.

At Tier 3, RBT services have improved student behavior in schools with well-established Tier systems. Where those systems are weaker, effectiveness declines. Continued professional development for site staff and clearer implementation protocols will help ensure behavior plans are integrated consistently.

VAPA integration has enhanced student engagement and fostered collaboration among staff, but expansion is limited by the availability of credentialed staff and delayed procurement processes. Refining hiring pipelines and streamlining purchasing procedures would help scale the program more effectively across all sites.

Programs like Umoja have demonstrated strong academic and engagement outcomes, including a 100% graduation rate and high college attendance. UNITY Camps are also fostering a more inclusive campus climate. However, programs such as Athletics and Unified Sports are facing constraints due to rising transportation costs and limited bus availability. Exploring alternative transportation models or increasing transportation funding would support greater student participation.

The Parent Engagement Center remains a strong resource, helping CNUSD earn Model SARB District recognition. Yet, engagement levels are inconsistent across school sites and language groups. Refinement efforts should focus on more culturally responsive outreach and increased bilingual support staff to ensure broader and more equitable participation.

School safety measures, especially the deployment of SROs and uniformed security—have contributed to positive campus climates and secure learning environments. However, a lack of consistent training and role clarity has created some disconnects. Standardizing onboarding and ongoing training across all security staff will better align these efforts with the district's overall climate and equity goals.

In summary, while the district's actions have been largely effective in building systems that support student well-being, several key areas—Tiered intervention consistency, equitable staffing, staff training, VAPA expansion, transportation access, culturally responsive family engagement, and security role clarity—require ongoing refinement to ensure all students are equitably supported across all schools.

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from similarly numbered actions, reducing potential confusion. Metric 2.6 was changed to align better with the goal of reducing the number of schools with suspensions over a specific percentage. Thus, "Count of Elementary over 3% and Secondary over 5%" was added to each column. Academies were removed from this group and included in the Elementary data for grades K-6 and Secondary section for grades 7-8, and the goal was also removed from each column.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	MTSS Tier 1 Behavioral and Social Emotional Supports are designed to provide proactive and universal support for all students within a school or educational setting. This action/service aims to foster positive behavior and emotional well-being among students by implementing evidence-based strategies and interventions at the primary prevention level. Strong Tier 1 Behavioral and Social Emotional Systems are a key to supporting all students at our schools. The district, alongside site Assistant Principals, will monitor chronic absenteeism and suspension rates monthly for all student groups that have red indicators (See tables in Reflections: Annual Performance for specific schools and student groups).	$20,326,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Staff includes a Coordinator, 6 Teachers on Special Assignment (TSAs), and 1 Paraeducator on Special Assignment (PSA). Funding through: LCFF Supplemental/Concentration $1,355,239 b) Additional assistant principals to provide Tier 1 support to school sites. Funding through: LCFF Supplemental/Concentration $5,156,794 LCFF $13,614,883 c) Wellness Summit Funding through: Learning Recovery Emergency Block Grant $200,000 Research shows that providing universal social-emotional learning and coping strategies at key transition points, such as the start of high school, improves students' emotional regulation, resilience, and readiness to learn. Schoolwide programs like wellness summits are effective in reducing stress and promoting mental health (Durlak et al., 2011)." Actions monitored through M2.2, 2.3 2.4, 2.5, 2.6, 2.8		
2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	MTSS Tier 2 Behavioral and Social Emotional Supports, including the Access/Match Fit Process and mentoring, comprise a targeted intervention strategy within the Multi-Tiered System of Supports (MTSS) framework. This action/service aims to provide additional support to students who require more personalized assistance in addressing behavioral and social-emotional challenges beyond the Universal Tier 1 supports. The district, alongside site Assistant Principals, will monitor suspension and chronic absenteeism rates monthly for all student groups that have red indicators (See tables in Reflections: Annual Performance for specific schools and student groups). a) Academic Saturday School b) STEPS Program Funding through: LCFF Supplemental/Concentration $1,133,065 c) Peer Mentoring - Rescue A Generation Funding through:	$1,933,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant $800,000 Mentoring relationships provide students with consistent support, improves school connectedness, and contributes to gains in academic motivation, behavior, and performance. Research confirms that mentoring is especially beneficial for students in underserved or high-need contexts (DuBois et al., 2011). Action will be monitored through: M2.2, 2.3, 2.4, 2.5, 2.6, 2.8.		

2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	MTSS Tier 3 Behavioral and Social Emotional Supports includes individual services for students who have demonstrated Behavioral or Social Emotional needs beyond what can be achieved through Tier 1 and 2. This action/service aims to provide the highest level of support for our students most in need.
		
		   a) Registered Behavior Technicians
		   b) Social Workers
		   c) Care Solace, Gaggle
		      Funding through:
		      LCFF Supplemental/Concentration $3,677,631d.
		   d) Wellness Together School-based Therapy Psychologist
		      Funding:
		      Learning Recovery Emergency Block Grant $1,767,000
		
		School-based mental health services, such as therapy provided on campus, increasing access to care, reduce absenteeism, and support students' emotional well-being and academic success. These services are especially effective when integrated into a school's daily environment (Fazel et al., 2014; Atkins et al., 2010). Action will be monitored through M2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8.
			$5,444,631.00	Yes

2.4	Comprehensive Counseling Services	Comprehensive Counseling that works with students' academic as well as social-emotional needs is a hallmark of a strong MTSS system. We recognize that counselors at all levels are needed to support our students' wide range of needs. This action/service aims to provide support for all of our students with increased levels of support for our students most in need. Counselors- Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by	$10,368,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing comprehensive TK-12 counselors, including a counselor for each elementary school for a consistent student experience. Funding through: LCFF Supplemental/Concentration $10,368,666		

2.5	Health and Wellness	Health and Wellness support for a comprehensive plan that will enhance student health and well-being by improving access to and quality of nursing services, ensuring a safe and healthy learning environment for all students. This action/service aims to provide additional support for students' health and wellness.
		
		Allocate funds for additional nursing staff, training programs, and health education events.
		
		   a) School Nurses
		      Funding through:
		      LCFF $1,437,475
		      LCFF Supplemental/Concentration $1,252,511
		
		   b) Additional Health Supports
		      Funding through:
		      LCFF Supplemental/Concentration $1,307,957
			$3,997,943.00	Yes

2.6	Elementary Connection to School	Connecting students to school is an important piece to making sure that students are thriving socially, emotionally, and academically. One of the major ways elementary students gain a connection to school can be through Visual and Performing Arts. This action/service aims to provide a meaningful connection to school by way of providing Visual and Performing Arts instruction to our students. Nine VAPA teachers will provide high-quality, standards-aligned lessons in visual arts, performing arts, and music for all 4-6th grade students districtwide. These lessons provide 4-6th grade teachers with release time for planning, lesson preparation, and collaboration with colleagues to refine instructional practices to increase student achievement. By offering students these enrichment opportunities, students are more engaged and are given a well-rounded education. Funding through:	$2,466,779.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF $805,207 LCFF Supplemental and Concentration $1,661,572		
2.7	Secondary Connection to School (sense of belonging)	CNUSD recognizes the importance of school connectedness for its students. This action is principally directed towards and effective in meeting the goal for unduplicated students. a) Puente/Umoja- The Puente and Umoja programs will provide a tailored approach to meeting the needs of our subgroups through leadership development opportunities for students, a distinct curricular focus, and teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies. Funding through: LCFF Supplemental and Concentration $40,000 b) UNITY- To increase student engagement, equity, inclusion, and social emotional growth through providing secondary students' experiences through the UNITY program, UNITY Camps, Unity Forums, and related student experiences. Funding through: LEA-MAA $149,303 c) Athletics- Providing opportunities for students to participate in athletics Funding through: LCFF Supplemental and Concentration $914,459	$1,103,762.00	Yes
2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	As part of our MTSS, we know that engaging with our parents is a meaningful way to increase both student achievement and social-emotional wellness. As such, our Parent Engagement Center works to identify needs within our community and develop training programs and initiatives that are meant to address the diverse needs of our families. This action/service aims to provide the highest level of support for our students most in need.	$920,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Re-engage students to support their academic readiness, social/emotional wellness, and interrupt chronic disruptive student behaviors by using a tiered SART system with a Tier 3 SARB Process. Funding through: LCFF Supplemental/Concentration $10,000 b) Maintain and staff the CNUSD Parent Engagement Center to provide both academic and social-emotional supports for students and their families Funding through: LCFF Supplemental/Concentration $827,018 c) Implement family engagement programs that build capacity for parents, guardians, and caregivers to support learning at home in the areas of behavior management, literacy, and mathematics. Establish community partnerships that link students and families to mental health and community resources. Funding through: LCFF Supplemental/Concentration $83,500		
2.9	Communication and Engagement of the CNUSD community	CNUSD recognizes the importance of school connectedness for its families and the community. This action is principally directed towards and effective in meeting the goal for unduplicated students. Providing a strategic communications plan to increase community engagement and two-way communication between the district, administration, staff, students, parents, and the community, with a focus on disadvantaged (unduplicated) and underserved students and their families. Funding through: LCFF Supplemental/Concentration $871,890 LCFF $327,790	$1,199,680.00	Yes
2.10	Student Safety	To ensure a safe and secure educational environment that promotes the well-being and academic success of all students and staff within our school district. Continue to provide professional services to students, parents/guardians, members of the community, visitors, and District	$8,063,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personnel. To increase district and school community awareness of safety initiatives through training, communications, and community involvement. a) School Resource Officers (SROs) increase student safety, promote and reinforce healthy behavioral expectations, and ensure a safe learning environment by providing School Resource Officers (SRO) at each Comprehensive High School to support a safe school environment. b) Uniformed security attendants will be provided to ensure the safety of all elementary and intermediate campuses. c) Home-to-School Bussing Funding through: LCFF Supplemental/Concentration $8,063,439		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	**Equity and Access:** Ensure equitable access to a broad range of educational opportunities and equitable learning environments for all students, fostering a diverse and inclusive environment that addresses individual needs and prepares students for success. A special focus on unduplicated student groups and students with exceptional needs will eliminate inequities and ensure access for all.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CNUSD has a wonderful diversity and seeks to ensure every student's needs are met, as we prepare each for success in academics and in life. State Indicators and community feedback show needs in specific student groups in the areas of pupil achievement and accessing a broad course of study. Of the 13 student groups identified, CNUSD has red indicators for 7 of these student groups as reported by the California Dashboard. As such, we must prioritize equitable access to a wide array of educational opportunities for several reasons. See Plan Summary: Reflections for a list of all schools and student groups with red indicators. CNUSD believes that through implementation and monthly data monitoring of all the actions in goal three, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

Addressing Achievement Gaps: By providing equitable access to a broad range of educational opportunities, the school district can effectively address achievement gaps among different student groups. Research consistently shows that access to high-quality education is one of the most significant factors in closing these gaps. Focusing on equitable access ensures that all students, regardless of race, socioeconomic status, or disability, have the resources and support they need to succeed academically.

Preparing for a Diverse Society: In today's increasingly diverse and interconnected world, it is essential for students to develop the skills and competencies needed to thrive in diverse environments. By promoting equitable access to education, the school district helps prepare students to navigate and contribute to a globalized society where diversity is the norm rather than the exception.

Fostering Inclusion and Diversity: Emphasizing equitable access to education fosters a culture of inclusion and diversity within the school community. When students see themselves reflected in the curriculum, have access to resources that meet their individual needs, and feel valued and supported, they are more likely to actively engage in learning and contribute positively to the school environment.

Building a Stronger Community: Finally, prioritizing equitable access to education helps build stronger, more cohesive communities. When all members of society have access to quality education and opportunities for personal and professional growth, the entire community benefits. This leads to greater social cohesion, economic prosperity, and overall well-being for everyone.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 3.1	Priority 1 Appropriate teacher assignment *In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	2022-2023 Dataquest TAMO Overall Clear/In Progress: 94.6% *Clear - 93% * Out of Field - 1.6% * Intern - 0.1% * Incomplete - 4.8%	2023-2024 Dataquest TAMO Overall Clear/In Progress: % *Clear - % * Out of Field - % * Intern - % * Incomplete - % ***Data not yet released for 2024***		2025 Dataquest TAMO Goals: Maintain 95% or higher Teachers with a teaching credential (Clear and Out of Field)	unknown
M 3.2	Priority 1 Student access to core materials Source: Williams Report - Local Indicator	2023 Williams 0 Unresolved issues of students missing instructional materials.	2024 Williams 0 Unresolved issues of students missing instructional materials		2026 Williams Goal: Maintain 100% access to core materials for all students/ 0 unresolved issues	Same as prior year
M 3.3	Priority 1 Facilities in good repair	2023 FIT Report	2024 FIT Report		2026 FIT Report	Decline of 6% of schools with good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: FIT report: Local Indicator	100% Schools with Good or Exemplary rating	94% Schools with Good or Exemplary rating		Goal: Maintain Good or higher ratings for all schools.	or exemplary rating
M 3.4	Priority 2 Implementation of the academic content and performance standards adopted by State Board of Education Source: CDE Priority 2 Local Indicator Self Reflection Tool	Local Indicators Self-Reflection Tool: Priority 2 (Academic Standards) Scale: 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Professional Learning ELA - 4.0 ELD - 3.0 Math - 3.0 NGSS Sci - 3.0 History/SS - 3.0 2. Instructional Materials ELA - 4.0 ELD - 4.0 Math - 4.0 NGSS Sci - 3.0	Local Indicators Self-Reflection Tool: Priority 2 (Academic Standards) Scale: 1.0 - Exploration and Research Phase 2.0- Beginning Development 3.0 - Initial Implementation 4.0 - Full Implementation 5.0 - Full Implementation & Sustainability 1. Professional Learning ELA - 4 ELD - 3 Math - 3 NGSS Sci - 3 History/SS - 3 2. Instructional Materials ELA - 4 ELD - 4		2026 All indicators at full implementation or full implementation & sustainability	Most indicators remained consistent from 2024- 2025 Increase in: Academic standards for CTE from 4 to 5 Engaging teachers in regard to PD from a 3 to 4 Decrease in: Instructional materials for History/SS from 3 to 2 Policy and Program support for ELD from 4 to 3; NGSS Science from 4 to 3; History/SS from 4 to 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History/SS - 3.0 3. Policy & Program Support (i.e. collaborative time, classroom walkthroughs, teacher pairing) ELA - 4.0 ELD - 4.0 Math - 4.0 NGSS Sci - 4.0 History/SS - 4.0 4. Academic Standards CTE - 4.0 Health - 4.0 PE - 4.0 VAPA - 4.0 World language - 4.0 5. Engaging teachers and leaders about professional learning and support needs 3.0	Math - 4 NGSS Sci - 3 History/SS - 2 3. Policy & Program Support (i.e. collaborative time, classroom walkthroughs, teacher pairing) ELA - 4 ELD - 3 Math - 4 NGSS Sci - 3 History/SS - 3 4. Academic Standards CTE - 5 Health - 4 PE -3 VAPA - 4 World language - 4 5. Engaging teachers and leaders about professional learning and support needs 4.0			Academic Standards for PE from 4 to 3
M 3.5	Priority 4 Percentage of students making progress on the English Learner	2023 ELPI CNUSD: *All: 49.5%	2024 ELPI CNUSD: *All: 50.1%		2026 ELPI Goal - CNUSD overall 55% of EL	Increase of 0.6% for All English Learners.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress Indicator (ELPI) Source: Dashboard		LTEL: 52%		students making progress on ELPI; Growth of 6-10% at every site.	First-time Long-Term English Learners are on Dashboard - shows increase of 3.7%
M 3.6	Priority 4 English Learner Reclassification Rate Source: CALPADS; Reclass/Total EL Count Oct.	2022-2023 CNUSD: 21%	2023-2024 CNUSD: 12.35%		2025 - 2026 Goal - Maintain a 15-20% reclassification rate	Decrease of 8.65%
M 3.7	Priority 7 Parent Survey Perception of Quality Programs Offered for Child's Talents, Gifts or Special Needs Source: Community Survey	Spring 2024 Data All: 74.4% Foster: 66.7% EL: 79.4% SPED: 78.6%	Spring 2025 Data All: 74.92% Foster: NA% EL: 69.96% SPED: 85.72%		Spring 2027 Data Goal: Parent perception of Quality Programs meets a minimum of 80% for all parents and parent groups.	Overall data remained the same; 10% decrease in English Learner parent perception of offered programs; 7% increase in SPED parent perception of offered programs.
M 3.8	Priority 7 Student Perception of Success from LCAP funded programs on school sites. Source: Student Survey	Spring 2024 Data Academic Success due to programs: 69.2% Social Emotional Success due to programs: 55.1%	Spring 2025 Data Academic Success due to programs: 75.1% Social Emotional Success due to programs: 62.9%		Spring 2027 Data Goal: Increase student perception of support from programs to 75%	Academic Success increase of 5.9%; Goal of 75% met Social Emotional Success increase of 7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 3.9	Priority 7 Percent of CCI Prepared Students meeting requirements through Seal of Biliteracy within 4-year cohort Source: CA Dashboard	2023 All: 15.6% EL: 24.7% SED: 17.7% FO: 33% HO: 23%	2024 All: 15.6% EL: 23.5% SED: 16.9% FO: 0% HO: 13.6%		2026 Goal: Increase Seal of Biliteracy contribution to CCI prepared to 25% for all students and increase EL to 40%	While the total remained the same, we saw a decrease in the student groups of focus. EL: -1.2% SED -0.8% FO: -33% HO: -9.4%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions within this goal area were implemented as planned, and the district achieved several notable successes aligned with its commitments to multilingual learner achievement and equitable access to high-quality instruction.

A key highlight was the successful grade expansion of the Spanish Dual Language Immersion (DLI) program (action3.7) to two elementary sites, along with grade expansion in the Mandarin one-way immersion program at two sites. These expansions reflect the district's ongoing investment in biliteracy and cultural proficiency, aligned with the California English Learner Roadmap and the district's strategic plan.

English Learner (action 3.5) outcomes also demonstrated positive trends. The English Learner Proficiency Indicator (ELPI) increased by 0.6%, and Long-Term English Learners (LTELs) showed particularly strong gains with a 3.7% increase. English Learners also made measurable academic progress in both English Language Arts (ELA) and Mathematics, affirming the effectiveness of instructional supports, targeted language development strategies, and professional learning opportunities for educators. Additionally, CNUSD continues to maintain a very high reclassification rate, underscoring the sustained success of its English Learner programs, despite a drop in the number of reclassifications compared to the 2022–23 school year.

While implementation efforts were robust, the district also encountered challenges. Foster Youth experienced a drop in academic performance coupled with an increase in chronic absenteeism. These outcomes highlight the need for more intensive, individualized supports and improved interagency collaboration to better meet the complex needs of this vulnerable student group.

Students with disabilities also remain an area of focus, as data showed declines in both ELA and Math performance. These results suggest a need to evaluate the effectiveness of current instructional models, ensure alignment with IEP goals, and expand access to specially designed instruction and co-teaching models.

In summary, the district's implementation of actions under this goal was comprehensive and on track, yielding strong outcomes for English Learners and in multilingual programming. Continued refinement is needed to address persistent gaps for Foster Youth and students with disabilities to ensure all learners are supported in achieving academic success.

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

In accordance with California Education Code Section 42238.07, any unspent LCFF funds allocated to support unduplicated students must be carried over and reinvested in services that increase and improve outcomes for those students in future years. CNUSD had unspent funds (carryover) from the 2023–24 school year due to factors such as staffing vacancies and program implementation delays. In alignment with state requirements, these carryover dollars have been reinvested into contributing actions for the 2024–25 school year. This reinvestment ensures that the district continues to meet or exceed the minimum proportionality percentage and remains committed to increasing and improving services for unduplicated students, including English learners, foster youth, and students from low-income households. The additional dollars that were unspent and reinvested are accounted for in the 2024-2025 Annual Update Tables included at the end of the 2025 Local Control and Accountability Plan. CNUSD defines material differences as any difference that is greater than 20% between budgeted expenditures and estimated actual expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to full implementation with increased participation, salary/step & column increases or utilizing one-time funds to supplement is noted as follows:

Action 3.2 Equitable access to technology - Approximately $5,652,112 was reinvested in this action to purchase Chromebooks early in anticipation of the impending tariffs.
Action 3.3 Support for site-based initiatives to ensure access for all - Approximately $2,006,106 was reinvested in this action.
Action 3.4 Support for students with disabilities - Approximately $3,170,407 was reinvested in this action.
Action 3.9 AVID programs to support the achievement of underrepresented students – Approximately $1,179,456 was reinvested in this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Corona-Norco Unified continues to provide a quality education to all students by ensuring access in a variety of ways.

Action 3.1 Access to Core materials and Action 3.2 Access to Equitable Technology both serve each student in our district. The efforts in this area continue to ensure that all facilities are in good repair and every student has the materials they need to learn. CNUSD continues to update and improve sites while continuing to ensure they meet "good" status or higher. Any schools with issues are resolved as quickly as possible, so ratings will improve.

Action 3.3 Site Support - CNUSD covers a broad area in Riverside County and serves several very different and diverse communities. As such, site principals are equipped to identify needs and work quickly to resolve issues when they have funding to do so. Site administration uses data to determine the needs of student groups and respond with a resolution that best fits the needs of the students and community. As such, we have seen significant increases in student group outcomes on the California Dashboard, decreasing the number of schools in CSI from 17 to 6, with only one eligible for TSI (Targeted Support and Intervention).

Action 3.4 Students with Disability Support Action and 3.5 EL Students with Disability Support were a focus of the district in the 2024-25 school year. Diverse stakeholders worked together to determine what issues are causing continued struggles for our Students with Disabilities and actions steps were put in place to start in the 2025 -26 school year. This work is on-going, and the outcomes are mixed as the plan is just being launched.

Action 3.6 English Learner support and Action 3.7 DLI support is offered by our EL and Equity team. CNUSD EL students continue to receive support from site bilingual paraeducators and teachers to improve learning in English. Families are engaged in various activities and encouraged to have a voice in site and district level ELAC committees. Extra language practice is offered in the form of a bootcamp in the winter months along with interim assessment practice in the classroom. These activities help students to achieve gains in ELPAC and reclassify as proficient in English as soon as possible.

Action 3.8 Foster and Homeless support is offered through specialized personnel, working with students at all sites who are experiencing homelessness or finding themselves in a foster home. Counselors work with these students to ensure academic and social/emotional success. Data in 2024 shows a decline for our Foster and Homeless youth in several areas of the dashboard. Efforts have changed to align better to the areas of need shown by the data.

Action 3.9 AVID supports assisting students across the district in preparing for a future beyond high school, including the option of attending a four-year university. CNUSD currently has 13 elementary AVID sites and students have a 94.67% attendance rate compared to a non-AVID student at 93.79%. In secondary school, there are 3610 AVID students across all district's secondary sites. There are 880 students in the third year of AVID at the secondary level, and many are taking CTE courses, AP, and honors courses. In secondary, the attendance rate for AVID is slightly higher than non-AVID students as well.

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from similarly numbered actions, reducing potential confusion.

As part of our continuous improvement process and in response to identified needs from prior implementation, the district has made intentional adjustments to support improved outcomes for students with disabilities. These changes are informed by data trends showing persistent achievement gaps and are supported by the Learning Recovery Emergency Block Grant. To strengthen access to high-quality, inclusive instruction, we are enhancing our staffing structure for the coming year. Specifically, we will add a Coordinator in Educational

Services (action 3.4) dedicated to supporting students with disabilities, with a focus on ensuring that Tier I instruction is rigorous, accessible, and aligned across general education and special education settings. Additionally, we are adding three Teachers on Special Assignment (TSAs) (action 3.4) in special education. These TSAs will work to build capacity among both general and special education teachers, promote effective co-teaching models, and ensure that students with IEPs receive consistent, high-quality instruction in both general education and self-contained classrooms. These additions represent a shift toward more proactive, systemwide support and reflect our commitment to improving outcomes for students with disabilities through stronger collaboration, instructional alignment, and targeted professional learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Access to standards aligned Instructional materials - Core	a) All students will have sufficient textbooks and instructional materials. Funding through: Lottery $4,028,824 b) Maintenance and Operations will provide service to the schools that will keep facilities safe and in good repair Funding through: LCFF $32,262,359 LCFF Supplemental/Concentration $1,899,140	$38,190,323.00	No
3.2	Equitable access to technology	Support the implementation of 1:1 student device by maintaining the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students who do not have adequate internet access at their homes. Funding through: LCFF Supplemental/Concentration $4,600,000	$4,600,000.00	Yes
3.3	Support site-based initiatives to ensure access for all.	Allocating additional resources to all school sites will bolster the learning and well-being of unduplicated students. These allocations will be tailored based on comprehensive assessments of academic performance, social-emotional well-being, and behavioral data. Each school site will delineate specific plans for utilizing these resources effectively within their annual School Plans for Student Achievement. Unduplicated students, including those from low-income families, English learners, and foster youth, are the	$2,400,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		primary beneficiaries of this action. By focusing on this demographic, the initiative aims to address the unique challenges and barriers they face in their educational journey. Funding through: LCFF Supplemental/Concentration $2,400,379		
3.4	Support for students with disabilities	To provide targeted and comprehensive support for students with disabilities (SWD), the district will provide Program Specialists and assign full-time paraeducators to classrooms as part of a multi-tiered system of support. Program Specialists will offer dedicated guidance, collaboration, and technical assistance to special education teachers, ensuring the delivery of high-quality, individualized instruction aligned with each student's IEP. Full-time paraeducators will work alongside credentialed staff to provide daily instructional and behavioral support, increasing access to the core curriculum and fostering student engagement. In addition, professional development will be provided to teachers to strengthen their capacity to deliver specialized instruction that meets the diverse learning and socio-emotional needs of SWD. This action is designed to ensure that students with disabilities, particularly those who are also unduplicated pupils, receive equitable access to instruction and services that promote academic growth and positive educational outcomes. Funding through: LCFF $52,066,797 LCFF Supplemental/Concentration $7,352,763 The district has been identified for Differentiated Assistance based on outcomes for students with disabilities. In response, we have engaged in a collaborative process with the County Office of Education, site administrators, and both special education and general education teachers to conduct a comprehensive needs assessment. This effort has focused on identifying root causes and areas for improvement in order to enhance outcomes for students with IEPs. A key finding of this process is the need for increased capacity within the Educational Services Division through the addition of special education experts who can support the implementation of high-quality, first best instruction. These experts will serve as a bridge	$60,140,560.00	No

Action #	Title	Description	Total Funds	Contributing
		between general and special education, ensuring alignment of instructional practices, providing ongoing professional learning, and supporting teachers in delivering effective, inclusive instruction that meets the unique needs of students with disabilities. This work will continue through this year, and additional supports will be identified. (See tables in Reflections: Annual Performance for specific schools and priorities with red indicators for special education students.) California's Improving Education for Students with Disabilities Task Force Report (2015) highlights the importance of inclusive Tier 1 instruction, shared ownership integrated systems as critical levers. Actions will be monitored by M1.1, 1.2, 1.11. a) Coordinator, Special Ed/Educational Services b) Teachers on Special Assignment, Special Ed/Educational Services c) Substitute costs for teacher participation in Differentiated Assistance Meetings Funding through: Learning Recovery Emergency Block Grant $721,000		
3.5	Support for English Learners with disabilities	Translators will be provided to facilitate parent involvement in the educational process. By offering language support services, including interpretation and translation, parents with limited English proficiency will have enhanced access to school-related information, communication, and engagement opportunities. The primary beneficiaries of this action are parents and guardians with limited English proficiency within the school community. By removing language barriers, the initiative aims to empower these parents to actively participate in their children's education, school activities, and decision-making processes. Funding through: LCFF Supplemental/Concentration $217,231	$217,231.00	Yes
3.6	Support to ensure a high-quality program for English Learners	To support a high-quality education for English Learners and LTELs, bilingual instructional assistants will provide language support, including primary language assistance. They assist individual and small groups of students to reinforce and follow up on language development and learning activities. Parents can choose from the program options of Structured Language Immersion, Dual Language Immersion, and English Language Mainstream, with appropriate language support. Additional personnel, such	$5,146,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as Teachers on Special Assignment (TSAs), will assist at-risk EL and LTEL students. Instructional support personnel will provide model lessons, coaching, assist with reclassification and monitoring, as well as goal setting with ELs and LTELs. Teachers will receive professional development on language acquisition across subjects to facilitate ELD and Integrated ELD to ensure ELs and LTELs are receiving appropriate services and making progress towards English Language Proficiency. Specific support personnel will cater to EL students (including RFEP), socioeconomically disadvantaged students, and foster youth. A dedicated counselor will focus on EL students (newcomers, LTELs, and At-Risk ELs) with credit deficiency, developing transition plans to reintegrate them into their comprehensive high school. The district has been identified for Differentiated Assistance based on outcomes for Long-term English Learners. In response, English learner support staff will partner with all school sites with red indicators on ELPI, ELA, Math and/or CCI to review data, and develop a plan to increase EL performance. (See tables in Reflections: Annual Performance for specific schools). Funding through: LCFF Supplemental/Concentration $5,146,613		
3.7	Support the expansion of Dual Language Immersion in CNUSD	Dual Immersion teachers are to both sustain existing programs and facilitate the expansion of the program to schools where more than 75% of students are identified as Unduplicated Students. Dual Immersion teachers are bilingual educators who deliver instruction in two languages, typically English and another target language, to promote bilingualism, biliteracy, and biculturalism among students. Existing program participants will benefit from continued access to high-quality bilingual education, while Unduplicated Students in schools with newly implemented Dual Immersion programs will gain access to these enriching educational opportunities. Funding through: LCFF Supplemental/Concentration $1,511,492	$1,511,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Academic and SEL Supports for Foster and Homeless Youth	Assign two counselors specifically to support Foster and Homeless Youth within the educational setting. Additionally, tutoring and other academic support will be provided to foster youth to address instances of low academic performance. The action aims to provide targeted support and resources to foster and homeless youth to address their unique challenges and promote their academic success. The action is primarily targeted at Foster and Homeless Youth within the school community. These youth often face significant challenges related to housing instability, trauma, and lack of support networks, which can adversely affect their academic performance and overall well-being. By assigning dedicated counselors and providing academic supports, the action seeks to address these barriers and provide the necessary assistance to help foster and homeless youth thrive academically. The district has been identified for Differentiated Assistance due to performance outcomes for Foster Youth and Homeless students. In response, the District Counseling Coordinator will collaborate closely with the Foster and Homeless Counselors to provide targeted support that promotes academic success in ELA and math, while also fostering a sense of belonging and school connectedness. (Refer to the Reflections: Annual Performance section for tables identifying specific schools and priority areas marked by red indicators for Foster and/or Homeless student groups). Funding through: LCFF Supplemental/Concentration $334,588	$334,588.00	Yes
3.9	AVID programs to support the achievement of underrepresented students	AVID provides students with academic support, college preparatory activities, and skills development to ensure they are equipped to thrive in higher education and beyond. This includes on time graduation, completion of four-year college entrance requirements, submission of FAFSA, percentage accepted to a four-year college, percentage planning to attend a four-year college, two-year college, or technical school The action targets students who may face barriers to academic success, particularly those from underserved or underrepresented backgrounds. AVID aims to provide equitable access to college and career readiness	$2,730,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources and support for all students, regardless of their background or socioeconomic status. Funding through: LCFF Supplemental/Concentration $2,730,912		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of the next three years, all students at Lee V. Pollard, particularly English learners, Long Term English Learners, socio-economically disadvantaged, and Hispanic will improve student outcomes reported on the California Dashboard in Math and CCI through continued development of systems of excellence within the alternative education setting. Lee V. Pollard will also reduce the number of out-of-field teachers for courses supporting dashboard indicators with student groups at the lowest performing levels.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 CA Dashboard data indicated a need to continue supporting ELA and Mathematics instruction and College Career Readiness throughout the District, but specifically for English Learner (EL), Long Term English Learners (LTEL), Hispanic (HI), Socioeconomically Disadvantaged (SED) students at Lee V. Pollard High School, an identified Equity Multiplier school (school of choice settings). Lee V. Pollard also currently has 10.6% of teachers teaching out of field, and 7.2% of teachers labeled as Ineffective (Permit or Waiver). This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. Lee V. Pollard High School plans to improve ELA and Mathematics performance through the actions included in the goal and will measure progress using CAASPP ELA and Mathematics results and district benchmark data, differentiated by student group.
ELA
All Students: -81 dfs
EL: -154 dfs
LTEL: -167.9 dfs
HI: -93.9 dfs
SED: -82.6 dfs
Math
All Students: -197.4 dfs
EL: -232.8 dfs
LTEL: -248 dfs

HI: -197.7 dfs
SED: -196.4 dfs

CCI
All Students: .07%
EL: 0
LTEL: 0
SED: .8%
HIS: .9%

If Lee V. Pollard implements these actions and monitors academic performance through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Lee V. Pollard All Students: -105.9 dfs EL: -159.2 HI: -108.1 dfs SED: -107.9 dfs	ELA (2024 Dashboard) All: -81 dfs EL: -154 dfs LTEL: -167.9 dfs HI: -93.9 dfs SED: -82.6 dfs		ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	Growth: All students: +24.8 EL: +5.2 LTEL: +6.9 HI: +14.3 SED: +25.3 Met and exceeded goal for year.
M 4.2	Priority 4 Average Distance from Standard Met Achievement Level	Math (2023 Dashboard) Lee V. Pollard All Students: -188.4 dfs EL: -214.1 dfs	Math (2024 Dashboard) All: -197.4 dfs EL: -232.8 dfs		Math (2026 Dashboard) Desired increase of 3 pts per year	Growth: None Decline: All: -9 dfs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	HI: -183.8 dfs SED: -187.9 dfs	LTEL: -248 dfs HI: -197.7 dfs SED: -196.4 dfs		growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any group with negative DF3 levels	EL: -18.8 dfs LTEL: -23.5 dfs HI: -13.9 dfs SED: -8.5 dfs
M 4.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	Lee V. Pollard ELPI (2023 Dashboard) Number of EL students: 114 33.3% Making Progress 14.8% Declined	ELPI (2024 Dashboard) EL students: 69 47.8% are making progress 23% declined		2025 ELPI Goal - 48% of EL students making progress on ELPI; Growth of 5% yearly.	Increase of 14.5% EL students making progress on ELPI
M 4.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Lee V. Pollard Number of Students: 282 88.7% Graduated Decline 3%	2023-2024 Graduation Number of students: 279 90.7% Graduated		2026 - 2027 Graduation Rate Goal: Increase overall to 95%; yearly increase of at least 3%;	Increase of 2% on Graduation rate between 2023 and 2024
M 4.5	Priority 5 Chronic Absenteeism Source: Data Insights Local SIS Data Insights	As of May 22, 2024 Lee V Pollard K-12 Chronic Absenteeism All Students: 58.07 EL: 51.18 HI: 55.92 SED: 60.14	As of May 23, 2025 Lee V Pollard K-12 Chronic Absenteeism All Students: 61.36 EL: 58.06		2026-2027 Goal: 25% or less K-12 Chronic Absenteeism Rate. 15% or less K-12 Severe Chronic Absenteeism	Chronic Absenteeism Increase of 3.29% Increase EL: 7.12% HI: 6.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lee V Pollard K-12 Severe Chronic Absenteeism: 36.15 EL: 29.13 HI: 33.98 SED: 37.69	HI: 62.15 SED: 60.13 Lee V Pollard K-12 Severe Chronic Absenteeism: 38.28 EL: 37.63 HI: 38.32 SED: 36.30		Lee V Pollard K-12 Chronic Absenteeism All Students: 25% EL: 25% HI: 25% SED: 25% Lee V Pollard K-12 Severe Chronic Absenteeism: 15% EL:15% HI: 15% SED: 15%	Decrease SED: 0.01%
M 4.6	Priority 6 Pupil Suspension Rate Source: Dashboard Suspension Rate (Status)	2023-2024 Percent of Students at Lee V. Pollard who have been suspended Number of Students: 777 5.5% suspended at least one day Increased 1%	2023-2024 Suspension Rate Number of students: 675 5.9% suspended at least one day		2025-2026 Percent of Students Suspended Goal: Maintain 5% or lower suspension rate	Suspensions increased by 0.4%
M 4.7	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI) Source: Dashboard	2022-2023 CCI for Lee V. Pollard Number of Students: 277 1.8% prepared	2024 CCI Number of Students: 271 0.7% prepared		2026-2027 CCI Goal: Increase by at least 3.3% per year for a total of 10% over 3 years	CCI decreased by 1.1%
M 4.8	Priority 1 Appropriate teacher assignment	2022-2023 DataQuest TAMO for LVPHS	2023-24 DataQuest TAMO **Not yet released		2026-2027 TAMO Goal: Decrease Teachers without Clear Credential in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	25.1% Teachers without Clear Credentials in field of study 7.3% Incomplete 7.2% Ineffective 10.6% Out of Field			field of study to 5% or less.	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1- High-quality professional development included training by RCOE at Equity Multiplier meetings, Teacher coalition, and Creative Leadership Solutions (CLS). Equity Multiplier training included 10 teachers who represented math, ELA, ELD, ASB, SPED, the arts, and CTE. Equity Multiplier meetings consisted of capacity building around Improvement Science such as data analysis, root cause identification, and identification of evidence-based change ideas. The teacher coalition consisted of 15 teachers and site administration who reviewed data to determine the successes and challenges of our campus. Site quantitative and qualitative data is reviewed to understand what changes need to be implemented to improve the student experience and increase student achievement. Creative Leadership Solutions (CLS) was attended by 8 teachers, 1 counselor, and site administrators. This training consisted of building the capacity for leadership in our department leads with a focus on Professional Learning Communities (PLC). This training helped to focus on building a robust PLC community. One on one coaching did not take place this year, but the CLS training was a first step to provide support to teacher leaders to improve best practice within the PLC model.

Success in this action included the capacity building and focus of the team during EM and teacher coalition meetings. Teachers were able to better understand the root causes of the areas of need. The training provided helped the school leaders and teachers have a better understanding of the areas of need, data to analyze, and to create a plan to improve systems and support our school. Pollard understands the significance and importance of our enrollment numbers and what needs to be done to increase enrollment. Work needs to continue in areas that have been identified by these groups but supports are in place and will be part of the plan for the 25-26 school year. Students and classified staff were given a voice through our student and classified coalition groups. Evidence based change ideas were enacted to ensure that the students' ideas are given priority. In the 25-26 school year, work will continue in the areas identified by the school groups. One challenge is that Pollard does not have a well-represented parent group, and the parent groups that do meet for School Site Council and ELAC are not consistent. We will focus on increasing parent involvement and parent voice in the 25-26 school year.

Action 4.2- This action was not implemented as planned. Issues regarding hiring for this position caused it to be paused for the 24-25 school year. Next year the plan will be to hire a specialist to support students who are severely credit deficient and to help guide students to graduation. Although this action was not implemented as planned, the funding was used for additional professional development for teachers and other staff. The process to hire this specialist will take place early in the 25-26 school year.

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

Action 4.1- No material difference. The teams were provided with more in-house training, with subs being provided in lieu of off-campus PD. Action 4.2- Although this action was not implemented as planned, the funding was used for additional professional development for teachers and other staff. The process to hire this specialist will take place early in the 25-26 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1- The coalition groups that contain teachers, students, classified staff, and site administration continue to reflect on the areas of need at the state and local level. Due to this focus on student data and achievement, ELA moved from red to orange in all student groups and math achievement saw increases in our white population. Graduation rates have also increased across almost all student groups with the exception of SWD. This action was effective in focusing on the efforts of the staff across all units to improve outcomes. In the 25-26 school year we will continue to meet to discuss data and improve outcomes for students in all areas.

Action 4.2- This action as written cannot be measured due to a lack of hiring. However, PD was provided in lieu of this action which has had an increase in outcomes for ELPI, graduation rate, and ELA. Although there has been an increase in these areas, math and CCI are still a focus for professional development

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from similarly numbered actions, reducing potential confusion. Changes were made to the explanation for the development of the goal as the data was updated to reflect 2024 dashboard data. In the 4.1 actions description, the description was updated with verbiage of professional development instead of one-on-one coaching. In the 4.2 actions description, the description was updated with support for school connectedness for students. Based on 2024 dashboard data and data analysis with our educational partners, three new actions were added - Educational experiences, focused professional development, and supplemental materials.

In the goal description as well as the goal explanation CCI information was added.

- Action 4.1- Changes to this action include a focus on aligning state and local needs. The teams will work to gather feedback and information from the school community, including teachers, students, classified staff, and parents. This information will be used to implement evidence-based change ideas that will improve outcomes for students on the Dashboard as well as in classrooms.
- Action 4.2- LVP will work to hire a temp specialist to support severely credit deficient students in ALC, our part-time program, which will help support the need to get them on track to graduate and transition into Pollard's regular full-day program.
- Action 4.3- New action
- Action 4.4- New action. PD will be intentionally designed to support teacher credentialing challenges.
- Action 4.5- New action
- Metric 4.6- Baseline year was changed from 2023-2024 to 2022-2023 to indicate the proper year the baseline data was reported from.
- Metric 4.8- Added - Access to teachers with clear credentials in the field of study is essential to success for Pollard High School. Data indicating the percentage of teachers without clear credentials in the field of study as reported in DataQuest TAMO report was added with a 2023-2024 baseline and a goal to lower this percentage to 5% or less.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence-based instructional practices and strategies targeting all students, particularly English learners, socio-economically disadvantaged, and Hispanic students, to enhance student outcomes. One-on-one coaching for all teachers teaching on a waiver who do not have a clear credential in ELA and Math. Staffing data is being analyzed to address underlying teacher credentialing issues.	$333,860.00	No
4.2	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that have proven to be effective for students who are significantly below standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching students who are struggling.	$100,000.00	No
4.3	Educational Experiences	Providing educational experiences for students that include college/career, industry, and VAPA opportunities available to them. This may include trips to colleges, industry workplaces, or other opportunities where students can learn about post-high school opportunities.	$50,000.00	No
4.4	Focused Professional Development	Teacher release time for teachers to collaborate on best practices, first best instruction, and program monitoring. This may include educational	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learning experiences for staff, such as learning walks, site visits, etc. These collaborative and professional learning opportunities are also intentionally designed to support teacher credentialing challenges, including addressing out-of-field placements, ineffective instruction, and incomplete credentialing through targeted development and peer-supported growth.		
4.5	Supplemental Materials and supports to access and assess standards in literacy, math, science and social studies	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies primarily targeted towards students who may benefit from additional resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively over the next three years. These items would include, but not limited to, literacy books for ELA, supplemental software programs for math, and CTE supplies and resources for courses.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the next three years, Orange Grove High School will improve outcomes for all student groups performing at the lowest level on one or more California School Dashboard indicators—including English learners, socioeconomically disadvantaged students, Hispanic students, students with disabilities, African American students, and foster youth. Emphasis will be placed on increasing the percentage of students prepared on the College and Career Indicator (CCI), where currently all student groups fall below 0.9% preparedness. To achieve this, the school will continue developing and refining systems of excellence tailored to the unique needs of students in an alternative education setting. Additionally, Orange Grove High School will reduce the number of out-of-field teachers in courses that support performance on Dashboard indicators, particularly for the lowest-performing student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 CA Dashboard data indicated a need to continue supporting ELA and Mathematics instruction throughout the district, but specifically for English Learner (EL), Long-Term English Learner (LTEL), Hispanic (HI), and Socioeconomically Disadvantaged (SED) at Orange Grove High School, an identified Equity Multiplier school (school of choice settings). This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. In addition to low academic performance, every student group at Orange Grove High School is currently below 0.9% "Prepared" on the College/Career Indicator (CCI), highlighting the urgency of supporting college and career readiness for all students. Orange Grove High School plans to improve ELA and Mathematics performance through the actions included in the goal and will measure progress using CAASPP ELA and Mathematics results and district benchmark data, differentiated by student group.

ELA   **Math**

All Students: -194 dfs
EL: N/A
HI: -194.3 dfs
SED: -196 dfs

All students: -247.6 dfs
EL: N/A
HI: -249.4 dfs
SED: -245.8 dfs

If Orange Grove High School implements these actions and monitors academic performance through monthly data monitoring, the goal of increasing performance in ELA and Mathematics for identified student groups will be achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Orange Grove All Students: -196.8 dfs EL: -197.9 dfs HI: -199.8 dfs SED: -195.5 dfs	ELA (2024 Dashboard) All: -194 dfs EL:NA HI: -194.3 dfs SED: -196 dfs		ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for listed student groups All: -187 dfs EL: -182 dfs HI: -180 dfs SED: -175 dfs	Growth: All - +2.8 dfs HI: + 5.5 dfs Decline: SED: -0.6 dfs
M 5.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Math (2023 Dashboard) Orange Grove All Students: -233.5 dfs EL: -249.2 dfs HI: -199.8 dfs SED: -234.4 dfs	Math (2024 Dashboard) All students: -247.6 dfs EL: NA HI: -249.4 dfs SED: -245.8 dfs		Math (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for listed student groups All: EL: -234 dfs HI: -18-0 dfs SED: -219 dfs	Decline: All students: -14.1 dfs HI: -17.4 dfs SED: -11.4 dfs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	Orange Grove ELPI (2023 Dashboard) Number of EL students: 79 43% making progress Declined 7%	2024 Dashboard Number of EL: 71 42.3% are making progress Declined: 20% LTEL: 56 51.8% making progress		2025 ELPI Goal - 58% of EL students making progress on ELPI; Growth of 5% yearly.	Increase: LTEL increased in % making progress: 4.7% Decrease: EL % making progress: -0.8%
M 5.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Orange Grove Number of students: 130 64.6% graduated Declined 15.6%	2023-2024 Graduation Rate Number of students: 117 84.6% graduated		2026 - 2027 Graduation Rate Goal: Increase overall to 80%; yearly increase of at least 5%;	Graduation rate increased by 20% from 2023 to 2024
M 5.5	Priority 5 Attendance Rate Source: DataQuest Chronic Absenteeism Rate District Level. Progress Monitoring by Data Insights	As of May 22, 2024 Orange Grove K-12 Chronic Absenteeism All Students: 70.53 EL: 66.42 HI: 69.32 SED: 69.17 Orange Grove K-12 Severe Chronic Absenteeism All Students: 47.68 EL: 47.76 HI: 46.22 SED: 45.49	As of May 23, 2025 Orange Grove K-12 Chronic Absenteeism All Students: 67.61 EL: 53.75 HI: 64.02 SED: 63.78 Orange Grove K-12 Severe Chronic Absenteeism All Students: 47.5 EL: 33.75 HI: 42.68		2026-2027 Goal: 30% or less K-12 Chronic Absenteeism Rate. 20% or less K-12 Severe Chronic Absenteeism	Chronic Absenteeism decreases All Students: 2.92% Decrease EL: 12.67% HI: 5.3% SED: 5.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 41.84			
M 5.6	Priority 6 Pupil Suspension Rate Source: Dashboard Suspension Rate (Status)	2023-2024 Percent of Students at Orange Grove who have been suspended one day Number of students: 346 21.1% suspended at least one day Increased 2.8%	2024 Dashboard Number of students: 304 17.1% suspended at least one day		2025-2026 Percent of Students Suspended Goal: Decrease suspension to 10% or lower suspension rate	Suspension decreased 4% from 2023 to 2024
M 5.7	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI) Source: Dashboard	2022-2023 CCI for Orange Grove Number of students: 126 0% prepared	2023-2023 CCI Number of students: 97 0% prepared		2026-2027 CCI Goal: Increase by at least 3.3% per year for a total of 10% over 3 years	No change in CCI prepared in 2024
M 5.8	Priority 1 Appropriate teacher assignment *In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	2022-2023 DataQuest TAMO for OGHS 7.1% Teachers without Clear Credentials in field of study 6.6% Incomplete 0.5% Out of Field	2023-24 DataQuest TAMO **Not yet released		2026-2027 TAMO Goal: Decrease Teachers without Clear Credential in field of study to 5% or less	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: Supplemental Staffing.
OG engaged in a contract to provide targeted mentoring for the most at-risk students. The consultant was present twice a week for the entire year. He met with a cohort of approximately 30 students on average through one-on-one goal setting meetings and social-emotional check-ins.

OG engaged in a contract with Magic School Bus Consulting with a goal of increasing the CCI. The consultant was present 4 days a week for the entire year. She was the liaison between the community college and the teachers to facilitate all aspects of Dual Enrollment. In addition, she collaborated with the teacher to support success in the Dual Enrollment course. She was also the liaison between the district, the county office, and the site to successfully establish a Registered Pre-apprenticeship in one CTE course. The consultant also worked with the ELD teacher and the bilingual aides to implement an intervention program to increase reclassification and EL achievement.

A component of this action was to hire an intervention counselor; however, this was not implemented in 2024-25 due to an unexpected delay with flying the position. The position was developed in July 2024, and it was recently posted for recruitment in May 2025.

Action 2: High Quality Professional Development
An improvement team was formed of 3 teachers, the consultant, 2 counselors, the AP, and the principal. This team met with the Riverside County Office of Education (RCOE) over ten days to engage in Improvement Science Coaching, which included data analysis, root cause analysis, identification of resource inequities, identification of evidence-based interventions, and SPSA development.

While not originally part of the plan, a team of 2 teachers, 2 classified, 2 counselors, and 2 administrators attended CA Continuation Education Association (CCEA) conference. The focus was to attend sessions that related to attendance due to the pronounced need in chronic absenteeism at the site, which directly impacts student achievement.

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

Action 1: Supplemental Staffing
This action will be underspent by $185,203 due to not filling the Intervention Counselor position.

Action 2: High Quality Professional Development
This action will be overspent by approximately $13,000 due to the addition of the CCEA conference for 8 staff members.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Supplemental Staffing.
The consultant met with approximately 30 students consistently throughout the year. 54% of the students on his caseload passed all of their classes. Some of the students on his caseload were also receiving support from an intervention aide. This action was moderately effective.

The CCI for OG on the 2024 dashboard was 0%. The contractor established the school's first Dual Enrollment course in the second half of the year. 14 students were enrolled at the beginning of the course and 9 students will successfully complete the course. This improvement will not impact the 2025 CCI because the students will have to complete a second course next year. 4 of the 9 students are juniors and will complete their second college course at the beginning of 25-26. The contractor established the school's first Registered Pre-apprenticeship. 12 students were initially enrolled and all 12 will complete the Registered Pre-apprenticeship. This will have a positive impact on the CCI on the 2025 Dashboard. In addition, she supported the increased achievement of English Learners. She has supported 223 students in accessing Achieve 3000. The students have made on average a 38-point gain in their Lexile level as a result of the program. This action is extremely effective.

Action 2: High Quality Professional Development
The impact of the work with RCOE has resulted in the development of a system to monitor student data, monitor SPSA and EM actions, and in an increased capacity of team members to understand improvement science and apply it to other areas of their work. Team members reported that they had never utilized data in a way that truly informed schoolwide decision making like they did during this opportunity and that funding is now truly attached to student need and improvement. Another team member noted that the transparency of the process was great because all stakeholders were a part of the discussion, which had not happened before.

The team that attended the CCEA conference met ahead of time to create a focus for the team so that they could attend sessions that are all connected back to that focus. The focus was attendance. As a result of attendance at the conference, the team is in the process of developing a comprehensive attendance committee that will meet regularly next year to implement strategies that were learned during conference sessions. The team will also present to the staff on conference takeaways.

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from the similarly numbered actions, reducing potential confusion. Changes were made to the explanation of the development of the goal as the data was updated to reflect 2024 dashboard data.

There will be no changes made to the metrics. While the school will continue to keep an eye on the number of out-of-field and ineffective teachers as mentioned in the goal, this is not currently a concern, as there is only one teacher on campus in this category, and due to the course she teaches, there is no way to fix this assignment (according to HR).

Action 1 will be adjusted to better focus on the needs identified by the improvement team around students' academic needs. The contract from 24-25 will be discontinued, and a new contract will be developed with a support provider that will provide individualized academic supports within the classroom. This contract will add an additional $20,000 to the action because the contractor will be on campus every day. There will be no changes to the Magic School Bus contract or the Intervention Counselor.

There will be no changes to action 2.

A new action will be added: Action 3 - Cell Phone Pouches.
Cell Phone Pouches are used to create a system that removes cell phone use from the campus. The evidence shows that cell phone pouches increase student engagement, reduce distractions, improve classroom management, and support the overall mental health of students. They were purchased with other funds in 24-25. There was an average of 30% reduction of F grades across campus. In a recent survey, all teachers reported an increased level of engagement of students and higher work completion. Students reported higher levels of engagement in the classroom. EM funds will be used to sustain the cell phone pouch program on campus.

Metric 5.6 - Added description to indicate the measure is for students suspended at least 1 day during the year.

Metric 5.8 Added - Access to teachers with clear credentials in the field of study is essential to success for Orange Grove. Data indicating the percentage of teachers without clear credentials in the field of study, as reported in the DataQuest TAMO report, was added with a 2023-2024 baseline and a goal to lower this percentage to 5% or less.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that have proven to be effective for students who are significantly below standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching struggling students.	$255,472.00	No
5.2	Highly Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence-based instructional practices and strategies targeting all students, particularly English learners, socio-economically disadvantaged, and Hispanic students, to enhance student outcomes. Staffing data is being analyzed to address underlying teacher credentialing issues.	$20,000.00	No
5.3	Supplemental materials and supports to access and assess standards in literacy, math, science, and social studies	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies primarily targeted towards students who may benefit from additional resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively over the next three years. These items would include, but not limited to, literacy books for ELA, supplemental software programs for math, yonder pouches to support engagement in all academic areas, and CTE supplies and resources for courses.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the course of the next three years, all students at Academy of Innovation, particularly English learners, Long Term English Learners, and White, will improve student outcomes reported on the California Dashboard, including ELPI, ELA, Math, and CCI, through continued development of systems of excellence within the virtual school. The Academy of Innovation will also reduce the number of out-of-field teachers for courses supporting dashboard indicators with student groups at the lowest performing levels. Additionally, students at Corona-Norco Alternative, particularly Hispanic and socio-economically disadvantaged students, will increase on the College and Career Indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 CA Dashboard data for the Academy of Innovation indicated a need to continue supporting ELA and Mathematics instruction specifically for English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and White (WH) students at Academy of Innovation, an identified Equity Multiplier school (schools of choice settings). Our analysis of the 2023 CA Dashboard data for Corona-Norco Alternative indicated a need to support Hispanic and socio-economically disadvantaged students on the College and Career Indicator. The Academy of Innovation also has 3.2% (1.4) teachers teaching out of field. The needs are echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. Both schools plan to address their identified needs through the actions included in the goal and will measure progress using CAASPP ELA, Mathematics, and CCI results and district benchmark data, differentiated by student group.

Academy of Innovation ELA
All Students: -60.4 dfs
EL: -140.7 dfs
LTEL: -180.3 dfs
SED: -60.5 dfs
SWD: -146.4 dfs
WH: -95.2 dfs
HIS: -66.6 dfs

Math
All Students: -106.5 dfs EL: -140.7 dfs
LTEL: 180.3 dfs
SED: -108.2 dfs
SWD: -166.2 dfs
WH: -122.7 dfs
HIS: 124.9 dfs

Corona-Norco Alternative College/Career
All Students: Low
Hispanic: Low
SED: Low
White: Very low
No performance level for any other subgroup

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 6.1	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP ELA Annual Assessment DFS Average Source: CA Dashboard	ELA (2023 Dashboard) Academy of Innovation All Students: -66 dfs EL: -57.7 dfs SED: -83.9 dfs SWD: -121.1 dfs WH: -120.8 dfs	ELA (2024 Dashboard) All: -60.4 dfs EL: -140.7 dfs LTEL: -180.3 dfs SED: -60.5 dfs SWD -146.4 dfs WH: -95.2 dfs		ELA (2026 Dashboard) Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	Growth: All: +5.6 dfs SED: 13.8 dfs WH: 25.6 dfs Decline: EL: -56.8 dfs LTEL: -32 dfs SWD: -25.2 dfs
M 6.2	Priority 4	Math (2023 Dashboard)	Math (2024 Dashboard)		Math (2026 Dashboard)	Growth: All: +11.4 dfs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Academy of Innovation All Students: -73.4 dfs EL: -145.2 dfs SED: -128.7 dfs SWD: -166.8 dfs WH: -141.1 dfs Updated baseline for All Students: -117.9 dfs	All: -106.5 dfs EL: -152.4 dfs LTEL: -236.8 dfs SED: -108.2 dfs SWD: -166.2 dfs WH: -122.7 dfs		Desired increase of 3 pts per year growth; 5 pts per year for unduplicated and Students with Disabilities groups to close gap; as well as any groups with negative DF3 levels	SED: 20.4 dfs SWD: 0.6 dfs WH: 18.4 dfs Decline: EL: -7.2 dfs LTEL: -6.2 dfs
M 6.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI) Source: Dashboard	Academy of Innovation ELPI (2023 Dashboard) Number of EL students: 65 50.8% making progress Declined 5.3%	ELPI (2024 Dashboard) Number of EL students: 45 31.1% making progress Number of LTEL students: 37 24.3% making progress		2025 ELPI Goal - 56.8% of EL students making progress on ELPI; Growth of 2% yearly.	ELPI for EL declined by 19.7% ELPI for LTEL declined by 18.9%
M 6.4	Priority 5 High School Graduation Rate (Four-year Adjusted Cohort Rate) Source: DataQuest	2022-2023 Graduation Rate for Academy of Innovation Number of Students: 168 90.5% graduated Declined 7.6%	2023-2024 Graduation Rate Number of students: 135 94.8% graduated		2026 - 2027 Graduation Rate Goal: Increase overall to 96%; all groups by at least 3%; to a minimum of 90% for every group	Graduation rate increased by 4.3% All students' groups over 90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 6.5	Priority 6 Pupil Suspension Rate Source: Dashboard Suspension Rate (Status)	2022-2023 Percent of Students at Academy of Innovation who have been suspended Number of Students: 1088 0.4% suspended at least one day Maintained 0%	2023-2024 Suspension Rate Number of students: 807 0.5% suspended one day or more		2025-2026 Percent of Students Suspended Goal: Maintain 0.5% or lower suspension rate	Suspension rate increase of 0.1%
M 6.6	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI) Source: Dashboard	2022-2023 CCI for Academy of Innovation Number of Students: 168 16.7% prepared 2022-2023 CCI for Corona-Norco Alternative Number of Students: 94 0% prepared	2023-2024 CCI Number of Students: 128 12.5% prepared		2026-2027 CCI Goal: Increase by at least 8%. 20% minimum for all student groups	CCI prepared percentage dropped by 4.2% in 2024

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1- 13 staff members attended the Digital Learning Annual Conference in the spring of 2025. These staff members included counselors, teachers and administrators. The focus for the team attending the conference was on attendance, student engagement, parental communication and supports for ELL students within an online school. When the team returned, we held a debrief and prioritized takeaways. What this led to was:

- DELAC team led professional development for staff on new AI policies for student learning in an online environment
- We established a committee to build a student/parent handbook
- We finalized our Canvas platform for student access to the curriculum based on the need for a more systematic approach for student access
- Continued to refine our MTSS process to look at building out our match fit options and referral process for students needing SEL support
- Counseling team and admin developing new pathways around increasing CCI with dual enrollment and working to establish CTE pathways
- MTSS Summer curriculum planning- teachers were given 2 days to update and plan for MTSS improvements for the upcoming school year.

Success: Team members were able to attend and MTSS, Parent communication, and other practices have been improved due to the attendance of the team. We plan to see the results in parent attendance at events, lower referrals to the office and a better understanding by parents and students of how to use the online systems (Canvas).
Challenges: Not all team members are able to attend the conference. Working to embed the new practices into the school culture.

Action 6.2- This action was not implemented as planned. Issues regarding hiring for this position caused it to be paused for the 24-25 school year. Next year the plan will be to hire a specialist to support students who are severely credit deficient and to help guide students to graduation. Although this action was not implemented as planned, the funding was used for additional professional development for teachers and other staff. The process to hire this specialist will take place early in the 25-26 school year.

Action 6.3- Materials and supplies were purchased with Equity Multiplier funds. The materials that were purchased were:
- Supplemental SPED Curriculum
- New curriculum for our SPED staff to deliver content and focused instruction for our SPED students
- Learning Management System (Canvas) Redesign for Support/Ease of Access for students and parents
- BRISK -Tiered intervention for students for immediate feedback in ELA/Math
- Tool Supports EL/SPED populations as well with adjusted languages and scaled Lexile levels for AI feedback.

Success: The SPED curriculum purchased allowed teachers the ability to scaffold for the students in class, but it was not as comprehensive as previously thought. The Canvas redesign will allow for better understanding for students and parents.
Challenges: The LMS redesign took longer than anticipated so it will be implemented for the 25-26 school year.

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

Action 6.1 Planned $333,997. The Digital Learning Annual Conference was attended by staff members (counselors, teachers, and administrators). The teachers were also provided with some in-house PD training with subs.

Action 6.2 Planned $789,843. Although this action was not implemented as planned the funding was used for additional professional development for teachers and other staff. The process to hire this specialist will take place early in the 25-26 school year.

Action 6.3 Planned $21,400. SPED materials were purchased to support math, as well as Brisk to support all subject areas.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1- Based on learning at the conference, the counseling team has been able to improve practices and there were more families referred for mental health services, students had a better understanding of the support available. A team consisting of Administration, counselors, and teachers have continued to develop systems of excellence to improve academic achievement and climate culture. This is evident in the growth of the SED student group in both Math (increase of 13.8 dfs) and ELA (Increase of 20.4 dfs). Double the number of students have been enrolled in Dual enrollment, and the team is in discussion to improve/implement a new school handbook to provide information to families.

Action 6.2- This action as written cannot be measured due to a lack of hiring. However, PD was provided in lieu of this action which has had an increase in outcomes for graduation rate, Math and ELA. Although there has been an increase in these areas, ELPI, math and CCI are still a focus for professional development.

Action 6.3- Brisk-led to over 2,500 moments of engagement and student feedback provided. Nearly 700 hours of time saved to allow more teacher flexibility to work with students. The addition of supplemental SPED materials has been effective based on the increase in math (increase of .6 dfs) for our SWD. While there has been improvement in math, the need for improvement in ELA still exists.

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

To improve clarity for educational partners, the metric section of this goal has been revised to include the letter "M" before each metric number. This change distinguishes the metrics from the similarly numbered actions, reducing potential confusion. Data for M 6.1 was omitted and added. M 6.2 has an updated baseline for all students.

Changes to this goal have been in direct response to student outcomes and needs.

Actions:
Action 6.1- This action will continue and will be modified to focus on Professional development based on the identified student needs to improve student outcomes in Math, ELA, and CCI.

Action 6.2- This action will be implemented this year. Hiring is currently underway.

New Action

Action 6.4- Teacher Collaboration. Teachers will be provided with release time to analyze data to improve first, best instruction. This may include learning walks, site visits or other Professional development opportunities as identified as a need by the Needs Assessment

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	High Quality Professional Development	Deliver comprehensive professional development to all staff members, including certificated, classified, and management personnel, on evidence based instructional practices and strategies targeting all students, particularly English learners, Socio-economically disadvantaged, Students with Disabilities and White to enhance student outcomes over the next three years. Staffing data will continue to be analyzed to address underlining teacher credentialing issues.	$90,599.00	No
6.2	Supplemental Staffing	Supplemental staffing will address the significant achievement gaps identified in the school's performance data. By providing targeted academic support and specialized instruction, the school can create a more supportive and effective learning environment for all students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that have proven to be effective for students who are significantly below standard. Supplemental staffing will also provide ongoing professional development for current teachers, helping them to adopt new teaching methods that are more effective in reaching struggling students.	$572,959.00	No
6.3	Supplemental materials and supports to access	Providing supplemental materials and supports to access and assess standards in literacy, math, science, and social studies in a virtual setting primarily targeted towards students who may benefit from additional	$94,257.00	No

Action #	Title	Description	Total Funds	Contributing
	and assess standards in literacy, math, science, and social studies in a virtual setting.	resources to enhance their understanding and mastery of these subjects. This includes students across various grade levels who might be struggling with the core concepts or require differentiated instruction to meet the standards effectively over the next three years. These items would include, but not limited to, literacy books for ELA, supplemental software programs for math, and CTE supplies and resources for courses		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$139,606,390	$14,055,212

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.440%	0.000%	$0.00	25.440%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Additional teachers to lower class sizes K-12 **Need:** Educational partners (students, parents, teachers) have identified the need for smaller class sizes to provide more individualized support for students with the greatest academic needs. Over 85% of parents in CNUSD have indicated that a smaller class	Assigning additional teachers to reduce class sizes K-12 is being provided on an LEA-wide basis as it addresses several specific needs for all students but will have a more significant impact on students from unduplicated and targeted populations who may not have additional resources to support them outside of the school day. This action addresses the needs, conditions and circumstances of these student groups by providing:	Action 1.2 will be monitored through Metric 1.1 ELA, 1.2 Math, 1.13 Survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	size helps their own student to be more engaged in learning. Only 56% of the parent population believes the class sizes are appropriate and allow for personal attention and feedback from the teacher. These needs are evident in the California Dashboard metrics in ELA and Math and show higher needs for unduplicated students across the district. Dashboard data in both ELA and Math show that there is a gap in performance between all students and those who are unduplicated. **Scope:** LEA-wide	Personalized Instruction: Students with diverse learning needs, such as Foster Youth, English Learners (EL), and students from Socioeconomically Disadvantaged (SED) backgrounds, often require more personalized instruction. Smaller class sizes enable teachers to better tailor their teaching methods and materials to accommodate various learning styles and needs. Individualized Support: Foster/Homeless students, socio-economically disadvantaged students and students from second language backgrounds may face unique challenges that impact their academic performance. Additional teachers allow for more one-on-one support and targeted interventions to address these challenges effectively. Improved Engagement: Students who feel disconnected or overwhelmed in large classes may disengage from learning. Smaller class sizes foster a more engaging and interactive learning environment, particularly beneficial for students who may struggle with attention or participation. Academic Achievement: By reducing class sizes, teachers can provide more focused attention on each student's academic progress. This can lead to improved performance in core subjects and better outcomes on standardized assessments, crucial for meeting grade-level standards. CNUSD demonstrates a need to close the achievement gap for unduplicated students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Preparedness for Next Grade Level: Ensuring students are adequately prepared for the next grade level or college and career is essential for their long-term success. Smaller class sizes allow teachers to identify areas where students may need additional support, bridging potential gaps in knowledge and skills. Equity and Inclusion: This action promotes equity by addressing the needs of marginalized student populations. It aims to create a more inclusive educational environment where all students have equal opportunities for success regardless of their background or circumstances.	
1.3	**Action:** High Quality Professional Development **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD on these indicators at all grade levels. Surveys of students, parents and community members identify the need for professional development to ensure all teachers are supported in the alignment of instruction to student needs, especially those of unduplicated students.	This action is being provided LEA-wide as all staff in the district serve unduplicated students and will be impacted by high quality professional learning. The need being addressed is the enhancement of student outcomes through the implementation of evidence-based instructional practices. By providing professional development on challenging instruction and inclusivity across subject areas, the goal is to improve teaching effectiveness and create a more inclusive learning environment. This addresses the need for continuous growth and development among staff members to meet the diverse needs of students and improve overall educational outcomes. The needs, conditions or circumstances of unduplicated students will be addressed through enhanced skills and training of all staff that serve them.	Action 1.3 will be monitored by Metric 1.1 ELA, 1.2 Math, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Grad rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** MTSS T1 & TII Academic Supports **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see unduplicated students are far below the level of all students in CNUSD. Students with greater needs must have access to exceptional first best instruction in tier 1 and tier 2 and 3 interventions to access grade level standards in ELA, Math and all other academic course work. **Scope:** LEA-wide	This action is being provided on a LEA-wide basis because this initiative adopts a comprehensive approach to ensure that all teachers and students benefit from high-quality instructional support in Tier I. This action is principally directed to low-income, English learner and foster students as they are in every classroom and require not only high quality first best instruction, but also the Tier II supports provided in this action. The goal of this action is to narrow the achievement gap in English Language Arts (ELA) and Math scores. This commitment aligns with our broader mission to promote educational equity and consistency across all elementary schools. Teacher Support: TSAs will support teachers directly, offering guidance, resources and professional development. This addresses the need for a robust support system within the school community. Intervention Support: For students not yet meeting standards in literacy and math, TSAs will provide targeted intervention. This addresses the critical need to bridge learning gaps and ensure every student has the opportunity to succeed.	Action 1.4 will be monitored by Metric 1.1 ELA, 1.2 Math
1.5	**Action:** Educational Technology support and resources to provide student access to the standards **Need:**	This action is being provided on an LEA-wide basis to address the critical need for equitable access to educational resources and technology. In today's digital age, it is essential that all students have the same opportunities to engage with and master the standards, regardless of their	Action 1.5 will be monitored by Metric 1.14 Equitable access to technology

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years. When compared with all students, we see that unduplicated students are far below the level of all students in CNUSD. The gap between these student groups and all students is so great it is difficult to remedy within the instructional day with personnel alone. Technology serves alongside our teachers to provide instruction, feedback and practice to fill gaps in learning for students in all grade levels. Parent surveys and LCAP advisory community member feedback also show a desire to ensure all students have access to working technology to assist in student learning during and after school hours. **Scope:** LEA-wide	background or circumstances. This action meets the needs and conditions of unduplicated students as they are less likely to have access to technology or resources to support their learning. By providing these resources, we are leveling the playing field and ensuring that every student has the tools they need to succeed.	
1.6	**Action:** Supplemental materials and supports to access and assess standards in literacy, math, science and social studies **Need:** Academic indicators show that students in CNUSD have seen declines in both ELA and Math when compared to pre-COVID years.	This action is being provided LEA-wide because the need being addressed is multifaceted. Firstly, it acknowledges that students have diverse learning styles and needs, and a one-size-fits-all approach to education may not sufficiently support every learner. By offering supplemental materials, such as additional practice worksheets, interactive online modules, or hands-on activities, we can cater to different learning preferences and abilities.	Action 1.6 will be monitored by Metric 1.1 ELA, 1.2 Math, 1.3 A-G, 1.9 EAP ELA, 1.10 EAP Math, 1.11 Gard rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	When compared with all students, we see unduplicated students are far below the level of all students in CNUSD. The gap between these student groups and all students is so great it is difficult to remedy within the instructional day with core materials alone. Instructional assistants in kindergarten classrooms serve alongside our teachers to provide instruction, feedback and practice to fill gaps in learning for students most in need. **Scope:** LEA-wide	Furthermore, the action recognizes that unduplicated students may face barriers to accessing the standard curriculum due to various factors such as language barriers, learning disabilities, or socio-economic challenges. The supplemental materials and supports aim to bridge these gaps, providing avenues for all students to engage meaningfully with the content and meet the required standards.	
1.7	**Action:** Pathways to prepare students for post-secondary education **Need:** CNUSD has experienced a drop in the percentage of graduates who are considered to be College Career prepared upon graduation, including the percentage who have taken a college class successfully, and/or have taken an AP/IB course and passed the test. Unduplicated students, specifically English learners and foster youth fall well below other subgroups. **Scope:** LEA-wide	The primary need being addressed is the removal of barriers that prevent our unduplicated students from smoothly transitioning to post-secondary education. This action is being provided LEA-wide because many students face challenges in understanding, enrolling in, and excelling in college-level courses. This action seeks to bridge this gap by providing targeted support at various stages of their academic journey.	Action 1.7 will be monitored by Metric 1.3 A-G, 1.7 AP participation, 1.8 AP pass rate, 1.12 CCI
1.8	**Action:**	In order for our students to be considered college and career ready at the secondary level as	Action 1.8 will be monitored by Metric 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce **Need:** CNUSD has experienced a drop in the percentage of graduates who are considered to be College Career prepared upon graduation, specifically unduplicated students who rate in the low category. Enrollment in CTE pathways provides students an opportunity to meet this metric. Educational partners indicated the need to continue support for struggling students, especially as it relates to graduation requirements, CTE pathways and A-G completion. College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. **Scope:** LEA-wide	measured by meeting A-G requirements, Career Technical Education (CTE) pathway completion mapped to high growth, strong employment opportunities, and/or achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA and Math, students need to receive a 21st Century educational experience. This action is being provided on an LEA-wide basis because all students need to be provided access to the 21st Century learning environment that includes opportunities to explore college and career options, technology integration, STEAM related experiences, and the "4Cs" (critical thinking, collaboration, creativity, and communication). This action meets then needs and conditions of unduplicated students who need additional support and access to rigorous content, passing exams, earning State seals and/or preparing for the work force.	CTE pathways, 1.5 A-G & CTE pathways, 1.6 CTE Industry Certification, 1.12 CCI
1.9	**Action:** Opportunities for high school graduation credits for students in need of support **Need:** CNUSD is committed to ensuring that all students graduate from high school. Data from the 2024 Dashboard indicates that the	This action is being offered on an LEA-wide basis to ensure that all students have the opportunities to recoup credits or address impacted schedules as needed. The action aims to tackle several critical needs that meet the needs, conditions and circumstances of unduplicated students as the data shows a greater need for credit recovery for those students.	Action 1.9 will be monitored by Metric 1.3 A-G, 1.11 Grad rate, 1.12 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	graduation rate for unduplicated students and students with disabilities is below that of all students. CNUSDs overall graduation rate is 96.3%, English Learner (EL): 90.7%, Foster Youth: 80.6%, Homeless: 91.1%, Socioeconomically Disadvantaged: 94.3%, Students with Disabilities: 89.3% **Scope:** LEA-wide	Improving Graduation Rates: Many students face challenges that result in credit deficiencies, hindering their path to graduation. Summer school and credit recovery courses provide them with the opportunity to catch up on missed credits. Enhancing A-G Rates: A-G requirements are essential for college eligibility. By offering credit recovery during the day, students can fulfill these requirements and improve their prospects for higher education. Not all students thrive in a traditional high school setting. Adult Education concurrent enrollment offers a flexible and alternative pathway for those who may need it due to various circumstances.	
2.1	**Action:** MTSS Behavioral and Social Emotional Tier 1 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 12.6%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 13.4%, Foster Youth: 27.8%, and Low Income: 14.3%. Overall, our Suspension rate is at 4.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 5.6%, Foster Youth: 14.8%, and Low Income: 4.8%.	The need being addressed by this action/service is the promotion of a positive school climate, prevention of behavioral challenges, and the enhancement of social-emotional competencies among students. This action is being provided on an LEA wide basis because by implementing supports, schools create a foundation for academic success by addressing the social and emotional needs that may otherwise impede learning and development, particularly for our unduplicated students. The MTSS TSAs provide in class support for teachers and schoolwide training on behavior management strategies, development of schoolwide expectations, and restorative practices. This action specifically addresses the needs, conditions, and	Action 2.1 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle School dropout, 2.5 HS drop out, 2.6 Suspension, 2.8 Local climate survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	circumstances of our unduplicated student groups by creating a system that lays out common expectations for students in a way that supports the needs of our students who tend to struggle the most along their educational journey.	
2.2	**Action:** MTSS Behavioral and Social Emotional Tier 2 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 12.6%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 13.4%, Foster Youth: 27.8%, and Low Income: 14.3%. Overall, our Suspension rate is at 4.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 5.6%, Foster Youth: 14.8%, and Low Income: 4.8%. **Scope:** LEA-wide	This action is being provided on a LEA-wide basis because systematically implementing MTSS Tier 2 Behavioral and Social Emotional Supports, including the Tier 2 Access/Match Fit Process and mentoring, provides schools targeted interventions that address the unique needs of at-risk students, ultimately promoting their academic success and personal growth. This action specifically meets the needs, conditions, and circumstances of our unduplicated student groups by providing targeted interventions for students who are mostly struggling with behavioral and social emotional needs. For low-income and foster youth students who may experience social isolation or lack of support outside of school, small group counseling and peer mentoring can provide a sense of belonging and social connection.	Action 2.2 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.8 Local climate survey
2.3	**Action:** MTSS Behavioral and Social Emotional Tier 3 Supports **Need:**	This action is being provided on a LEA-wide basis because systematically implementing MTSS Tier 3 Behavioral and Social Emotional Supports, including mental health services and individual behavioral supports, provides targeted interventions that address the unique needs of at-	Action 2.3 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Currently, we see the following data with regard to Chronic Absenteeism and Suspension. Overall, our Chronic Absenteeism rate is at 12.6%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 13.4%, Foster Youth: 27.8%, and Low Income: 14.3%. Overall, our Suspension rate is at 4.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 5.6%, Foster Youth: 14.8%, and Low Income: 4.8%. **Scope:** LEA-wide	risk students, ultimately promoting their academic success and personal growth. This action addresses the needs, conditions, and circumstances of our unduplicated student groups by providing targeted interventions for students who are mostly struggling with behavioral and social-emotional needs. By addressing underlying issues such as trauma or emotional distress, social workers can help prevent behavioral problems from arising in the first place, creating a more conducive learning environment. RBTs and social workers can implement programs to promote positive behavior and social-emotional learning, helping students develop self-regulation and interpersonal skills. Social workers are trained to provide trauma-informed care, which is essential for supporting foster youth and students from low-income backgrounds who may have experienced trauma or adversity. Social workers and RBTs who are culturally competent can provide services that are sensitive to the cultural backgrounds and experiences of students and families, fostering trust and rapport.	Suspension, 2.7 Expulsion, 2.8 Local climate survey
2.4	**Action:** Comprehensive Counseling Services **Need:** Ensuring all students, primarily unduplicated students, have access to counselors in schools is crucial for addressing their unique needs and improving their overall educational outcomes. Counselors work with students on attendance issues, discipline, suspension, reentry counseling sessions, addressing and building skills to help manage behavior issues,	The need being addressed by this action/service is the promotion of a positive school climate, prevention of behavioral challenges, and the enhancement of social-emotional competencies among students and to address the issues relating to connecting students to school. Counselors also manage suicide prevention, intervention and education as well as bullying prevention/intervention and education. These actions are being provided on an LEA-wide basis because many school sites in CNUSD have	Action 2.4 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	skill building to address inattention, social skills adjustment skills training and counseling sessions, academic achievement, college and career planning, and fostering a positive school climate. Data shows that unduplicated students have a higher rate of chronic absenteeism (EL 13.4%, Foster 27.8%, SED 14.3%) than the overall population (12.6%). Suspension rates for unduplicated students are also higher (EL 5.6%, Foster 14.8%, SED 4.8%) than the overall (4.2%) The 2023 California Healthy Kids Survey shows that chronic sadness and hopelessness ranges from 27-34% for our secondary students, which is a decline, but still high. The reporting of a caring adult on campus declines as students' progress through the grades with 71% of students in 5th grade reporting a caring adult at school to a low of 50% in 9th grade. **Scope:** LEA-wide	student subgroups who need additional support in student well-being and mental health support. A comprehensive counseling program addresses the unique needs, conditions, and circumstances of low-income students, foster youth, and English learners, by promoting their overall success and well-being. Comprehensive counseling programs offer mental health services, including individual and group counseling, to address issues such as anxiety, depression, trauma, and stress. This support is vital for foster youth and low-income students who may face significant emotional challenges. Counselors can provide immediate support and intervention during crises, ensuring students receive timely and appropriate help. Programs that teach social and emotional learning (SEL) skills help students develop empathy, self-awareness, and relationship-building skills, which are important for all students, especially those from challenging backgrounds. Counselors can work with students to develop positive behavior plans and coping strategies, addressing behavioral issues that may arise from underlying emotional or environmental stressors. Counselors can provide consistent support for foster youth, helping them navigate transitions between placements and schools, and ensuring educational stability.	
2.5	**Action:** Health and Wellness **Need:**	Nursing services can improve the management of chronic conditions, such as diabetes, hypertension, and asthma. Regular monitoring and support from nurses can help individuals better manage their conditions, leading to improved	The metric used to measure 2.5 will be 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Nursing services are a critical component of our district's efforts to promote student health and wellness, ensure health equity and access, manage chronic diseases, respond to emergencies, support students in special education programs, and promote health education and wellness. By investing in nursing services, we can help create a safe, healthy, and supportive environment for all students to thrive academically and personally. English learners (EL), foster youth, and socioeconomically disadvantaged students often face unique challenges that make access to school nurses particularly important for them. Data shows that unduplicated students have a higher rate of chronic absenteeism (EL 13.4%, Foster 27.8%, SED 14.3%) than the overall population (12.6%). **Scope:** LEA-wide	health and quality of life, and increased student attendance. This action is being provided LEA wide but is principally directed to unduplicated students. Students from low-income families may have limited access to healthcare outside of school. This can result in untreated health conditions, making school nurses essential for providing care and referrals. Children in foster care often experience instability and may have missed regular health check-ups. They might also have experienced trauma, leading to both physical and mental health issues that require attention. Language barriers can make it difficult for families to access healthcare services, understand medical instructions, or communicate health concerns. School nurses can help bridge these gaps by providing accessible care and education.	HS drop out, 2.8 Local climate survey
2.6	**Action:** Elementary Connection to School **Need:** Access to VAPA is particularly crucial for low-income, foster youth, and English learner students due to the unique benefits and opportunities it provides for these groups. Interviews with students have shown that they love the days that VAPA is offered to their class and look forward to coming to school on those days. Data shows that unduplicated students have a higher rate of chronic	This action is being provided on a LEA-wide basis because VAPA increases student connections to school. This action addresses the needs, conditions and circumstances of unduplicated students because low-income students often lack access to private arts education. VAPA programs in schools ensure that all students, regardless of their economic background, have the opportunity to engage in the arts. Foster youth often face emotional and psychological challenges due to their unstable environments. Art can be a therapeutic outlet, helping them process trauma and express emotions. VAPA allows English	Action 2.6 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.6 Suspension, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism (EL 13.4%, Foster 27.8%, SED 14.3%) than the overall population (12.6%). **Scope:** LEA-wide	learners to communicate and express themselves non-verbally, reducing the language barrier and enabling them to participate fully.	
2.7	**Action:** Secondary Connection to School (sense of belonging) **Need:** The 2024 Healthy Kids Survey shows that only 28% of students believe they are involved in school in a meaningful way. Currently our California Healthy Kids Survey also shows that the percentage of students experiencing social emotional stress is between 23% and 27% for secondary students. Data shows that unduplicated students have a higher rate of chronic absenteeism (EL 13.4%, Foster 27.8%, SED 14.3%) than the overall population (12.6%). Athletics and clubs offer positive outlets for energy and creativity, reducing the likelihood of students engaging in risky behaviors. Overall, our Suspension rate is at 4.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 5.6%, Foster Youth: 14.8%, and Low Income: 4.8%. **Scope:** LEA-wide	Providing students with programs that support their cultural identity and opportunities to participate in athletics has a positive impact for students. This action is being provided on a LEA-wide basis because supporting students' connection to school is imperative to students' social emotional and academic growth. This action addresses the needs, conditions and circumstances of unduplicated students because it provides equal opportunities and access to programs ensuring that all students, regardless of their socioeconomic background, have the opportunity to participate in enriching activities. These programs can help overcome financial and social barriers that may prevent low-income and foster youth from participating in extracurricular activities outside of school. Regular participation in athletics and clubs can provide a sense of stability and routine for foster youth, who may experience frequent changes in their living situations. These activities offer foster youth opportunities to build positive relationships with peers and mentors, fostering a sense of belonging and support. Participation in clubs and sports can provide English learners with additional opportunities to practice and improve their language skills in a natural, engaging environment.	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center **Need:** Overall, our Chronic Absenteeism rate is at 12.6%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 13.4%, Foster Youth: 27.8%, and Low Income: 14.3%. The Parent Center provides ongoing Tier III consultations with families for attendance, behaviors, social-emotional support, counseling services (group and individual), and academic support. The Parent Center oversees the overall processes of McKinney Vento students and Foster Youth students by monitoring their academics, attendance and behavior. The Parent Center also works with Mckinney-Vento families by providing community partnership connections to support permanent housing. The team works diligently to build community partnerships to connect families with resources that support their social emotional and academic well-being. **Scope:**	The CNUSD Parent Center plays a pivotal role in supporting the needs, conditions, and circumstances of low-income, foster youth, and socio-economically disadvantaged students, thereby helping them succeed in school. The Parent Centers often provide or coordinate access to essential services such as food, clothing, and healthcare, which are critical for low-income and foster youth. This ensures that students' basic needs are met, allowing them to focus better on their education. For families struggling with housing instability, these centers can offer assistance and connect them with resources to find stable housing, creating a more conducive environment for students to succeed academically. The Parent Center provides tutoring services and homework help, which are especially beneficial for students who may not have academic support at home. By educating parents about the school system, learning strategies, and how to support their children's education, this center empowers parents to become effective advocates for their children's academic success. Workshops on parenting skills, literacy, and job readiness empower parents to better support their children's education and improve their socio-economic status. The Parent Center fosters a sense of community among parents, providing social support and reducing isolation. This network can be particularly important for foster parents and low-income families.	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	The action is being provided LEA-wide as it meets the need of providing a comprehensive multi-tiered plan that supports families at various levels. With the resources provided, families are given support so students and parents/guardians can be successful in the classroom and in their home setting.	
2.9	**Action:** Communication and Engagement of the CNUSD community **Need:** A Communications Department within a school system plays a vital role in ensuring effective communication between the school, families, and the community. This is particularly important for addressing the needs of low-income, English learner, and foster youth students. The department ensures that all families receive timely and accurate information about school events, policies, deadlines, and resources. Utilizing multiple channels (emails, texts, social media, websites, printed materials) ensures that information reaches all families, regardless of their access to technology. **Scope:** LEA-wide	By providing our families with consistent communication of schoolwide and districtwide events, programs, and general information we will best equip our stakeholders in accessing educational options for their students. These actions are being provided on a LEA-wide basis because many families in CNUSD require repeated and varied outreach when it comes to both districtwide and site wide communications. This action addresses the needs, conditions and circumstances of unduplicated students because they are able to use multiple channels (emails, texts, social media, websites, printed materials) to ensure that information reaches all families, regardless of their access to technology. The Communications department provides communications in multiple languages, particularly for English learners, ensuring that non-English-speaking families understand school-related information. Crafting messages that are culturally sensitive and relevant helps build trust and engagement among diverse communities. By regularly updating parents and caregivers and inviting their participation, the communications department fosters stronger school-family	Action 2.9 will be monitored by 2.1 LCAP Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		partnerships. Communicating about available resources, such as tutoring, after-school programs, food assistance, and health services, is crucial for low-income and foster families who may need additional support.	
2.10	**Action:** Student Safety **Need:** There has been an increase in school threat investigations (STAR Protocols). Currently our California Healthy Kids Survey shows that the percentage of students who view school as safe is 5th - 81%, 7th - 64%, 9th Grade - 59%, and 11th - 58%. Overall, our Suspension rate is at 4.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 5.6%, Foster Youth: 14.8%, and Low Income: 4.8%. Home-to-school bussing is provided at no charge to all unduplicated students. Ensuring that students have access to transportation to and from school each day is critical to their academic success. Data shows that unduplicated students have a higher rate of chronic absenteeism (EL 13.4%, Foster 27.8%, SED 14.3%) than the overall population (12.6%).	School resource officers (SROs) and security attendants play a vital role in fostering a safe and secure learning environment for students. By actively engaging with students, building positive relationships, and serving as mentors within the school community, SROs and security attendants establish a sense of trust and support among students. Through proactive monitoring of school premises, and implementing safety protocols, they create a visible presence that deters potential threats and misconduct. Additionally, their training in conflict resolution and crisis management equips them to address any arising issues swiftly and effectively. By working collaboratively with school staff, students, and parents, SROs and security attendants not only enhance the physical safety of the school but also contribute to a heightened perception of safety among students, fostering an environment conducive to learning and personal growth. This action is being provided on an LEA basis but specifically meets the needs, conditions and circumstances of unduplicated students because feeling safe at school reduces anxiety and stress levels among students, including low-income, foster youth, and English learners, who may	This action will be monitored by the following metrics: 2.1 LCAP Survey, 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school dropout, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	already be dealing with external stressors. The presence of security personnel can deter violence, bullying, and other safety threats, creating a more conducive environment for all students, including those who may be vulnerable due to their socio-economic status or personal circumstances. By creating a safe and inclusive learning environment, SROs and security personnel help ensure that all students, regardless of their background, have equal access to education. Low-income, foster youth, and English learners may face additional challenges related to safety and security outside of school. Having security measures in place can provide a sense of stability and support for these students. SROs and security personnel can serve as positive role models for students, offering guidance, mentorship, and support, particularly for those who may lack positive adult influences in their lives. A safe and secure school environment contributes to higher attendance rates and lower dropout rates among students, including those who may be at risk due to their socio-economic status or personal circumstances.	
3.2	**Action:** Equitable access to technology **Need:** According to the 2023 CA Dashboard the ELA and Math scores are significantly lower for our unduplicated students and students with disabilities than our overall student group.	This action is being provided on an LEA-wide basis as this action addresses the critical need for equitable access to technology and internet connectivity for all students, ensuring they can fully participate in digital learning, research, and educational activities. This action meets the needs, conditions, and circumstances of unduplicated students by maintaining a 1:1 device	Action 3.2 will be monitored through metric 1.14 Equitable access to technology

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	ratio and offering WiFi devices to those without home internet, to bridge the digital divide, ensuring no student is left behind due to lack of access.	
3.3	**Action:** Support for site-based initiatives to ensure access for all. **Need:** Data on the 2024 CA Dashboard indicates that unduplicated students are performing at a lower rate than the overall student population. The 2024 CA Dashboard reported 6 Red Indicators, down from 17 red indicators in 2023, for these student groups across the entire district. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to ensure all sites are able to address the unique needs of their unduplicated students. The action addresses the multifaceted needs, conditions and circumstances of unduplicated students, encompassing academic, social-emotional, and behavioral domains. Many unduplicated students encounter obstacles such as language barriers, economic disparities, and trauma, which can impede their academic progress and overall well-being. This initiative seeks to mitigate these challenges by providing targeted support and resources tailored to their specific needs.	Action 3.3 will be monitored through metric 1.1 ELA, 1.2 Math, 1.11 Grad rate, 1.12 CCI, 2.3 Chronic Absenteeism, 2.6 Suspension
3.7	**Action:** Support the expansion of Dual Language Immersion in CNUSD **Need:** English Learners, socioeconomically disadvantaged students, and foster youth, who make up a significant portion of CNUSD's unduplicated student population, continue to demonstrate persistent achievement gaps in both English Language Arts and Math. In 2023, only 15.5% of graduates who met the College/Career Indicator (CCI) did so by earning the Seal of Biliteracy, even though over 17% of	This action is being provided on an LEA-wide basis to sustain and enhance existing Dual Immersion programs, ensuring ongoing access to bilingual education for participating students. Secondly it addresses the educational needs, conditions and circumstances of unduplicated students by expanding access to Dual Immersion programs, which have been shown to improve academic outcomes and language proficiency for linguistically diverse student populations.	This action will be monitored by metric 1.1 ELA, 1.2 Math, 3.6 ELPI, 3.7 EL Reclassification, 3.10 Seal of Biliteracy

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CNUSD students are English Learners and 56% are socioeconomically disadvantaged. Additionally, data from metrics 3.6 (ELPI) and 3.7 (Reclassification Rate) show that although growth is occurring, a significant number of English Learners are not reclassifying by upper elementary or middle school. The expansion of DLI programs presents a research-based strategy to improve long-term academic outcomes and bilingual proficiency for linguistically diverse and historically underserved students. **Scope:** LEA-wide		
3.9	**Action:** AVID programs to support the achievement of underrepresented students **Need:** In 2023, AVID only served 13% of the CNUSD 7-12 Low Income Students and 9% of 7-12 English Learners. **Scope:** LEA-wide	This action is being provided on a LEA-wide basis to address the opportunity gap in education, which disproportionately affects students from underserved communities. By implementing the AVID program, schools aim to provide targeted support and resources to help unduplicated students overcome barriers and achieve academic success, ultimately preparing them for post-secondary education and future career opportunities.	This action will be monitored by metric 1.1 ELA, 1.2 Math, 1.11 Grad rate, 1.12 CCI

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** Support for English Learners with disabilities **Need:** CNUSD has 52% of Special Education students who speak a language other than English. **Scope:** Limited to Unduplicated Student Group(s)	The action addresses the critical need for equitable access to educational information and involvement opportunities for parents with limited English proficiency. Language barriers can hinder meaningful engagement between schools and families, limiting parents' ability to support their children's learning and advocate for their needs effectively. By providing interpreters and translators, the initiative seeks to bridge this gap and foster a more inclusive and supportive educational environment.	Action 3.5 will be monitored through metric 1.1, 1.2, 1.11, 3.6
3.6	**Action:** Support to ensure a high-quality program for English Learners **Need:** The 2023 English Learner Proficiency Indicator showed that CNUSD had declined by 4.5%. In addition, 25 of the 44 schools with English Learners also saw a decline in progress with only 15 schools with gains and 4 maintaining current status. **Scope:** Limited to Unduplicated Student Group(s)	The primary need being addressed is the academic success of ELs and LTELs by providing them with the necessary language support to excel in their studies. This includes reinforcing language development, providing appropriate program options, offering additional personnel support, and ensuring professional development for teachers to facilitate English Language Development (ELD) and Integrated ELD.	Action 3.6 will be monitored through metric 1.2, 1.3, 1.11, 3.6, 3.7
3.8	**Action:** Academic and SEL Supports for Foster and Homeless Youth	The primary need being addressed is the provision of targeted support and resources to foster and homeless youth to address their specific challenges and promote their academic success.	Action 3.8 will be monitored through metric 1.1, 1.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: On the 2023 Dashboard, Foster students had red indicators district-wide for Suspension, English Language Arts and Mathematics. They continue to be low in College/Career Indicator as well. Data shows foster students have the highest percentage levels of suspensions and expulsions of any student group. They have some of the lowest levels in ELA and Math and are commonly identified as Chronically Absent. With only 0.2% of our students identified in this student group, their needs can easily be overlooked. **Scope:** Limited to Unduplicated Student Group(s)	These youth often face barriers such as frequent school changes, lack of stable housing, and trauma, which can impact their ability to engage in and succeed academically. By providing dedicated counselors and academic support, the action aims to mitigate these barriers and ensure that foster and homeless youth receive the assistance they need to excel in school.	

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

Not applicable

Additional Concentration Grant Funding

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

As a result of receiving concentration funds and the additional concentration grant add-on, CNUSD has substantially increased the number of staff providing direct services to students at all school sites. This additional funding is being used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated LI, EL, and FY students exceeding 55%. All school sites in CNUSD, with the exception of Philistine Rondo School of Discovery, which is at 54% this year, have an enrollment of unduplicated students greater than 55% based on 2023's certified CALPADs report. Beginning in the 2024-25 school year CNUSD is increasing the number of both

certificated and classified staff who will be providing direct services to students in schools across the district. Additional staff is being added based on student and school need, educational partner feedback and expansion of programs determined to be most effective in improving outcomes for LI, EL and FY students.

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

Goal 1
1. Action 1.2	Additional funds to reduce class size K-12 have been allocated
2. Action 1.4	Teachers on Special Assignment at elementary and intermediate sites to provide T1& T2 academic support
3. Action 1.7	An IB Coordinator and a Spanish teacher will support K-6th grade students at Lincoln Fundamental as they become an IB/ Primary Years Program (PYP)

Goal 2
1. Action 2.2	STEPs paraeducators to run social groups
2. Action 2.3	Three Social Workers to support students and families throughout the CNUSD community
3. Action 2.4	Counselors TK-12 will support the social emotional health of students
4. Action 2.10	Elementary security guards and HS SROs

Goal 3
1. Action 3.6	Bilingual assistants to provide additional support to English learners.
2. Action 3.7	Additional Dual Language teachers to expand both the Spanish and Mandarin Dual Language Program.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:65	1:44
Staff-to-student ratio of certificated staff providing direct services to students	1:24	1:23

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	548,770,851	139,606,390	25.440%	0.000%	25.440%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$698,790,052.00	$15,352,633.00	$0.00	$77,259.00	$714,219,944.00	$663,434,094.00	$50,785,850.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Staffing	All	No				2024 - 2027	$456,691,307.00	$0.00	$456,691,307.00				$456,691,307.00	
1	1.2	Additional teachers to lower class sizes K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$38,420,101.00	$2,500,000.00	$40,920,101.00				$40,920,101.00	
1	1.3	High Quality Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$105,575.00	$3,848,000.00	$2,193,575.00	$1,760,000.00			$3,953,575.00	
1	1.4	MTSS T1 & TII Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	2024 - 2027	$15,183,430.00	$20,000.00	$14,753,430.00	$450,000.00			$15,203,430.00	
1	1.5	Educational Technology support and resources to provide student access to the standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$4,590,758.00	$2,731,646.00	$7,322,404.00				$7,322,404.00	
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,351,168.00	$4,810,354.00	$6,661,522.00	$1,500,000.00			$8,161,522.00	
1	1.7	Pathways to prepare students for post-secondary education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln, Raney Intermediate, Coronal Fundamental, All High Schools	2024 - 2027	$672,837.00	$371,900.00	$1,044,737.00				$1,044,737.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	2024 - 2027	$580,287.00	$4,071,171.00	$2,274,840.00	$2,299,359.00		$77,259.00	$4,651,458.00	
1	1.9	Opportunities for high school graduation credits for students in need of support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	2024 - 2027	$1,184,225.00	$2,312,541.00	$3,496,766.00				$3,496,766.00	
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$20,126,916.00	$200,000.00	$20,126,916.00	$200,000.00			$20,326,916.00	
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$833,065.00	$1,100,000.00	$1,133,065.00	$800,000.00			$1,933,065.00	
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,452,631.00	$1,992,000.00	$3,677,631.00	$1,767,000.00			$5,444,631.00	
2	2.4	Comprehensive Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$10,368,666.00	$0.00	$10,368,666.00				$10,368,666.00	
2	2.5	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,997,943.00	$0.00	$3,997,943.00				$3,997,943.00	
2	2.6	Elementary Connection to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$2,439,279.00	$27,500.00	$2,466,779.00				$2,466,779.00	
2	2.7	Secondary Connection to School (sense of belonging)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$280,559.00	$823,203.00	$954,459.00	$149,303.00			$1,103,762.00	
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$827,018.00	$93,500.00	$920,518.00				$920,518.00	
2	2.9	Communication and Engagement of the CNUSD community	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024 - 2027	$1,166,317.00	$33,363.00	$1,199,680.00				$1,199,680.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.10	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$4,165,683.00	$3,897,756.00	$8,063,439.00				$8,063,439.00	
3	3.1	Access to standards aligned Instructional materials - Core	All	No				2024 - 2027	$34,161,499.00	$4,028,824.00	$34,161,499.00	$4,028,824.00			$38,190,323.00	
3	3.2	Equitable access to technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$0.00	$4,600,000.00	$4,600,000.00				$4,600,000.00	
3	3.3	Support for site-based initiatives to ensure access for all.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$45,641.00	$2,354,738.00	$2,400,379.00				$2,400,379.00	
3	3.4	Support for students with disabilities	Students with Disabilities	No			All Schools	2024 - 2027	$53,129,895.00	$7,010,665.00	$59,419,560.00	$721,000.00			$60,140,560.00	
3	3.5	Support for English Learners with disabilities	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$217,231.00	$0.00	$217,231.00				$217,231.00	
3	3.6	Support to ensure a high-quality program for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$5,086,613.00	$60,000.00	$5,146,613.00				$5,146,613.00	
3	3.7	Support expansion of Dual Language Immersion in CNUSD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Home Gardens Academy, Garretson, Chavez Academy, Washington, Harada, Jefferson,	2024 - 2027	$1,491,492.00	$20,000.00	$1,511,492.00				$1,511,492.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							VanderMolen, Parks, Rondo, River Heights Int., Auburndale Int., Corona HS, Roosevelt HS									
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024 - 2027	$314,588.00	$20,000.00	$334,588.00				$334,588.00	
3	3.9	AVID programs to support the achievement of underrepresented students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Coronita, Foothill, Garretson, Highland, Home Gardens Academy, Jefferson, Norco El, Parkridge, Reagan, Stallings, VanderMolen, Vicentia, Auburndale, Citrus Hills, Corona Fundamental, El Cerrito, Norco Int., Ramirez Int., Raney Int., River Heights.,	2024 - 2027	$93,898.00	$2,637,014.00	$2,730,912.00				$2,730,912.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Centennial HS, Corona HS, JFK, Norco HS, Orange Grove HS, Lee V. Pollard HS, Roosevelt HS, Santiago HS TK-12									
4	4.1	Highly Quality Professional Development	All	No				2024-2027	$0.00	$333,860.00		$333,860.00			$333,860.00	
4	4.2	Supplemental Staffing	All	No				2024-2027	$100,000.00	$0.00		$100,000.00			$100,000.00	
4	4.3	Educational Experiences	All	No				2025-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.4	Focused Professional Development	All	No				2025-2027	$100,000.00	$0.00		$100,000.00			$100,000.00	
4	4.5	Supplemental Materials and supports to access and assess standards in literacy, math, science and social studies	All	No				2025-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	5.1	Supplemental Staffing	All	No				2024-2027	$255,472.00	$0.00		$255,472.00			$255,472.00	
5	5.2	Highly Quality Professional Development	All	No				2024-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
5	5.3	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	All	No				2025-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
6	6.1	High Quality Professional Development	All	No				2024-2027	$0.00	$90,599.00		$90,599.00			$90,599.00	
6	6.2	Supplemental Staffing	All	No				2024-2027	$0.00	$572,959.00		$572,959.00			$572,959.00	
6	6.3	Supplemental materials and supports to access and assess standards in	All	No				2024-2027	$0.00	$94,257.00		$94,257.00			$94,257.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		literacy, math, science and social studies in a virtual setting.														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
548,770,851	139,606,390	25.440%	0.000%	25.440%	$148,517,686.00	0.000%	27.064 %	**Total:**	$148,517,686.00
								LEA-wide Total:	$142,819,254.00
								Limited Total:	$5,698,432.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional teachers to lower class sizes K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,920,101.00	
1	1.3	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,193,575.00	
1	1.4	MTSS T1 & TII Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$14,753,430.00	
1	1.5	Educational Technology support and resources to provide student access to the standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,322,404.00	
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,661,522.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Pathways to prepare students for post-secondary education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln, Raney Intermediate, Coronal Fundamental, All High Schools	$1,044,737.00	
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 7-12	$2,274,840.00	
1	1.9	Opportunities for high school graduation credits for students in need of support	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 9-12	$3,496,766.00	
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,126,916.00	
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,133,065.00	
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,677,631.00	
2	2.4	Comprehensive Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,368,666.00	
2	2.5	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,997,943.00	
2	2.6	Elementary Connection to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,466,779.00	
2	2.7	Secondary Connection to School (sense of belonging)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$954,459.00	
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$920,518.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Communication and Engagement of the CNUSD community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,199,680.00	
2	2.10	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,063,439.00	
3	3.2	Equitable access to technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,600,000.00	
3	3.3	Support for site-based initiatives to ensure access for all.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,379.00	
3	3.5	Support for English Learners with disabilities	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$217,231.00	
3	3.6	Support to ensure a high-quality program for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,146,613.00	
3	3.7	Support expansion of Dual Language Immersion in CNUSD	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Home Gardens Academy, Garretson, Chavez Academy, Washington, Harada, Jefferson, VanderMolen, Parks, Rondo, River Heights Int., Auburndale Int., Corona HS, Roosevelt HS	$1,511,492.00	
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$334,588.00	
3	3.9	AVID programs to support the achievement of underrepresented students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Coronita, Foothill, Garretson, Highland, Home	$2,730,912.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Gardens Academy, Jefferson, Norco El, Parkridge, Reagan, Stallings, VanderMolen, Vicentia, Auburndale, Citrus Hills, Corona Fundamental, El Cerrito, Norco Int., Ramirez Int., Raney Int., River Heights., Centennial HS, Corona HS, JFK, Norco HS, Orange Grove HS, Lee V. Pollard HS, Roosevelt HS, Santiago HS TK-12		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$722,656,767.00	$758,685,821.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High Quality Staffing	No	$474,315,885.00	456,691,307
1	1.2	Additional teachers to lower class sizes K-12	Yes	$41,763,078.00	61,913,078
1	1.3	High Quality Professional Development	Yes	$2,425,649.00	3,460,999
1	1.4	MTSS T1 & TII Academic Supports	Yes	$14,230,209.00	17,222,997
1	1.5	Educational Technology support and resources to provide student access to the standards	Yes	$6,614,387.00	8,841,919
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	$6,416,543.00	12,839,580
1	1.7	Pathways to prepare students for post-secondary education	Yes	$1,029,217.00	1,213,415
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	$4,571,810.00	8,114,875
1	1.9	Opportunities for high school graduation credits for students in need of support	Yes	$3,520,352.00	4,350,847
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	$21,074,458.00	22,329,270

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	Yes	$1,004,777.00	1,250,166
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	$3,637,367.00	4,411,905
2	2.4	Comprehensive Counseling Services	Yes	$9,978,952.00	11,827,471
2	2.5	Health and Wellness	Yes	$3,797,923.00	4,296,945
2	2.6	Elementary Connection to School	Yes	$2,378,716.00	2,714,799
2	2.7	Secondary Connection to School (sense of belonging)	Yes	$1,062,506.00	1,654,841
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	$876,343.00	1,441,661
2	2.9	Communication and Engagement of the CNUSD community	Yes	$1,079,297.00	1,277,505
2	2.10	Student Safety	Yes	$7,563,554.00	9,138,864
3	3.1	Access to standards aligned Instructional materials - Core	No	$37,475,839.00	32,436,434
3	3.2	Equitable access to technology	Yes	$4,600,000.00	10,252,112
3	3.3	Support for site-based initiatives to ensure access for all.	Yes	$2,400,379.00	4,406,485
3	3.4	Support for students with disabilities	No	$58,379,106.00	61,549,513

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Support for English Learners with disabilities	Yes	$206,408.00	244,643
3	3.6	Support to ensure a high-quality program for English Learners	Yes	$5,222,001.00	6,189,334
3	3.7	Support expansion of Dual Language Immersion in CNUSD	Yes	$1,836,164.00	2,176,298
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Yes	$341,473.00	404,728
3	3.9	AVID programs to support the achievement of underrepresented students	Yes	$2,528,105.00	3,707,561
4	4.1	Highly Quality Professional Development	No	$336,476.00	336,476
4	4.2	Supplemental Staffing	No	$480,350.00	480,350
5	5.1	Supplemental Staffing	No	$315,203.00	315,203
5	5.2	Highly Quality Professional Development	No	$49,000.00	49,000
6	6.1	Highly Quality Professional Development	No	$333,997.00	333,997
6	6.2	Supplemental Staffing	No	$789,843.00	789,843
6	6.3	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	No	$21,400.00	21,400

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
138,984,993	$147,392,979.00	$200,036,495.00	($52,643,516.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Additional teachers to lower class sizes K-12	Yes	$41,763,078.00	61,913,078		
1	1.3	High Quality Professional Development	Yes	$2,187,631.00	3,210,999		
1	1.4	MTSS T1 & TII Academic Supports	Yes	$14,230,209.00	17,222,997		
1	1.5	Educational Technology support and resources to provide student access to the standards	Yes	$6,614,387.00	8,841,919		
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	$6,416,543.00	12,839,580		
1	1.7	Pathways to prepare students for post-secondary education	Yes	$1,029,217.00	1,213,415		
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	$2,167,086.00	2,866,228		
1	1.9	Opportunities for high school graduation credits for students in need of support	Yes	$3,520,352.00	4,350,847		
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	$21,074,458.00	22,329,270		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	MTSS Behavioral and Social Emotional Tier 2 Supports	Yes	$1,004,777.00	1,250,166		
2	2.3	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	$3,637,367.00	4,411,905		
2	2.4	Comprehensive Counseling Services	Yes	$9,978,952.00	11,827,471		
2	2.5	Health and Wellness	Yes	$3,797,923.00	4,296,945		
2	2.6	Elementary Connection to School	Yes	$2,378,716.00	2,714,799		
2	2.7	Secondary Connection to School (sense of belonging)	Yes	$938,559.00	1,507,685		
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	$876,343.00	1,441,661		
2	2.9	Communication and Engagement of the CNUSD community	Yes	$1,079,297.00	1,277,505		
2	2.10	Student Safety	Yes	$7,563,554.00	9,138,864		
3	3.2	Equitable access to technology	Yes	$4,600,000.00	10,252,112		
3	3.3	Support for site-based initiatives to ensure access for all.	Yes	$2,400,379.00	4,406,485		
3	3.5	Support for English Learners with disabilities	Yes	$206,408.00	244,643		
3	3.6	Support to ensure a high-quality program for English Learners	Yes	$5,222,001.00	6,189,334		
3	3.7	Support expansion of Dual Language Immersion in CNUSD	Yes	$1,836,164.00	2,176,298		
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Yes	$341,473.00	404,728		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	AVID programs to support the achievement of underrepresented students	Yes	$2,528,105.00	3,707,561		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
544,645,555	138,984,993	0.000%	25.518%	$200,036,495.00	0.000%	36.728%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

  - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    o If the LEA has unexpended LREBG funds the LEA must provide the following:
        ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            • An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            • An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            • Actions may be grouped together for purposes of these explanations.
            • The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

Requirements

School districts and COEs: _EC_ Section 52060(g) and _EC_ Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: _EC_ Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier school sites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier school site must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier school sites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the school sites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies.

LEAs are encouraged to approach an Equity Multiplier goal from a holistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific school site, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- o Indicate the school year to which the baseline data applies.

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- o Include a discussion of relevant challenges and successes experienced with the implementation process.

- o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC Section 32526(d)*. For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC Section 32526(c)(2)*.

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

<u>Limited Actions</u>

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

  - o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024