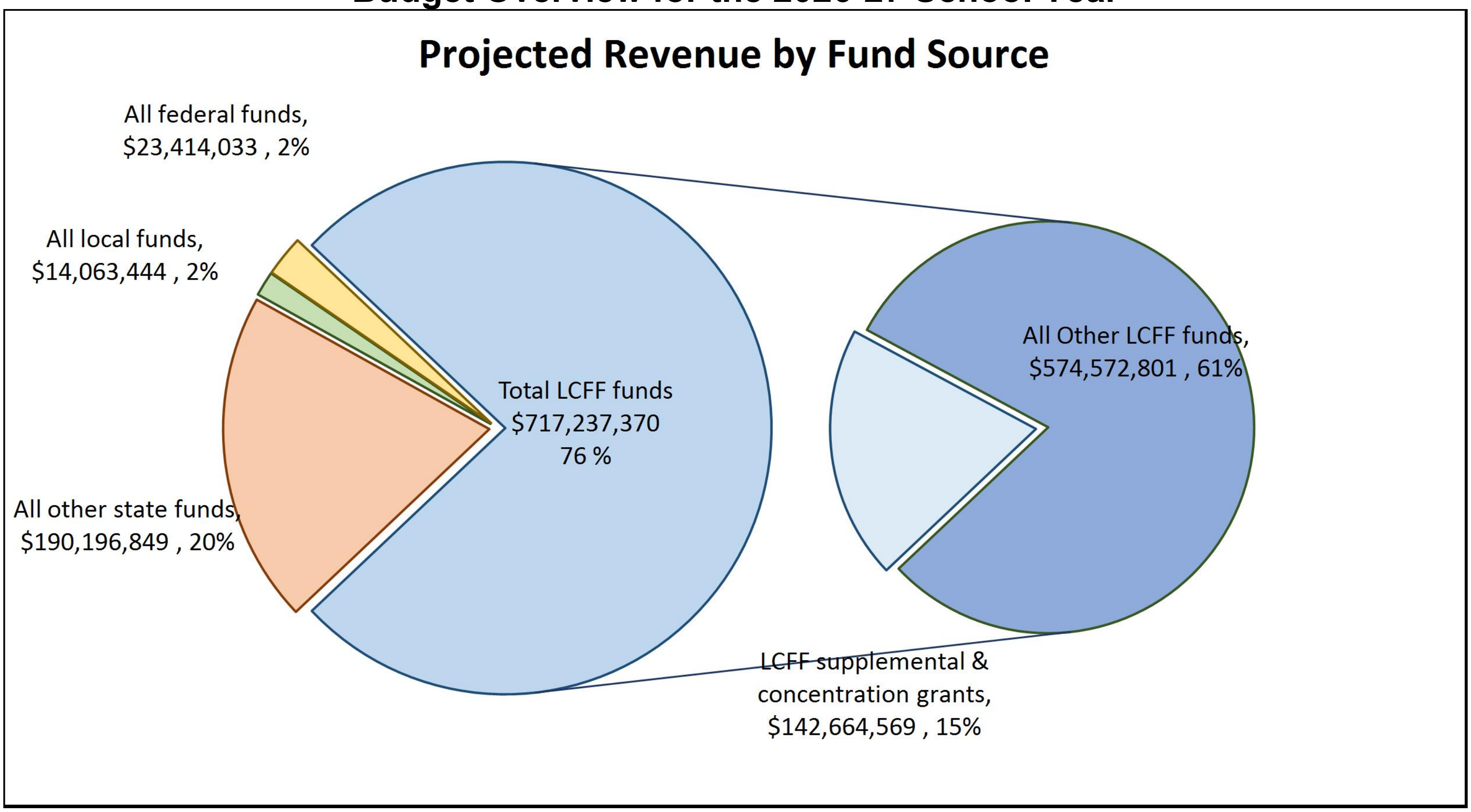
Board Adopted: 6/23/2026
RCOE Approved: 8/28/2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corona-Norco Unified School District
CDS Code: 33670330000000
School Year: 2026-27
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 2026-27 School Year



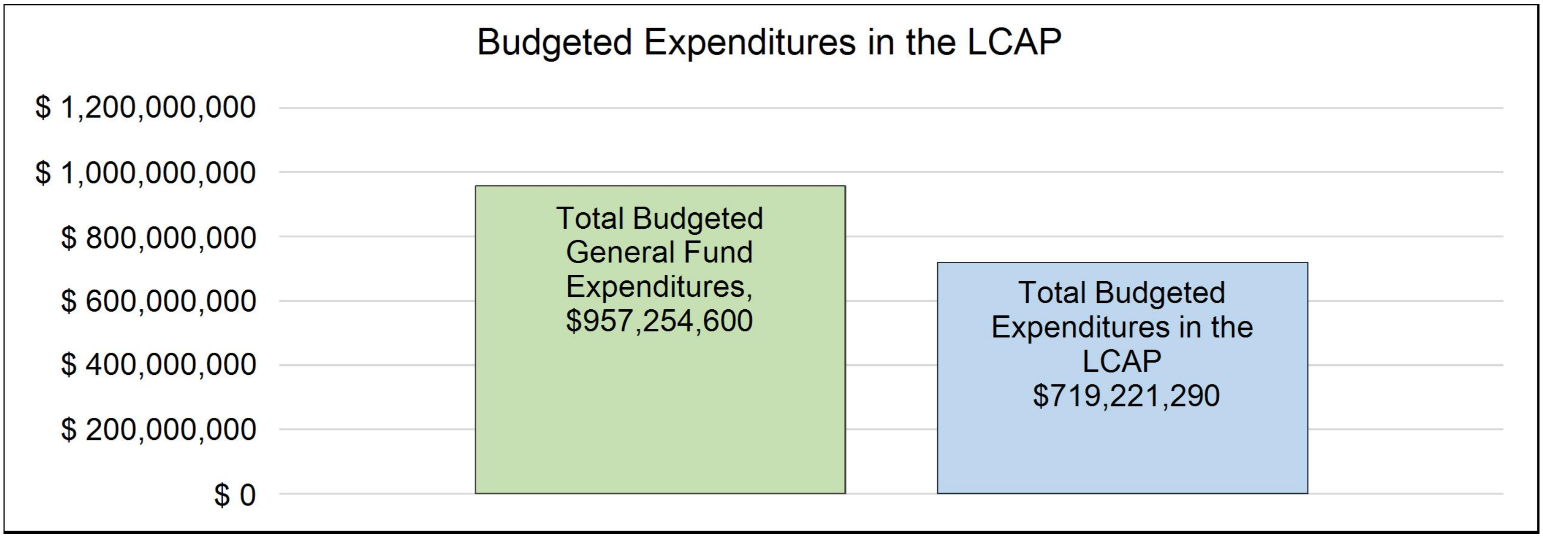
This chart shows the total general purpose revenue Corona-Norco Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corona-Norco Unified School District is $944,911,696, of which $717,237,370 is Local Control Funding Formula (LCFF), $190,196,849 is other state funds, $14,063,444 is local funds, and $23,414,033 is federal funds. Of the $717,237,370 in LCFF

Funds, $142,664,569 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 2026-27. 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 $957,254,600 for the 2026-27 school year. Of that amount, $719,221,290 is tied to actions/services in the LCAP and $238,033,310 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

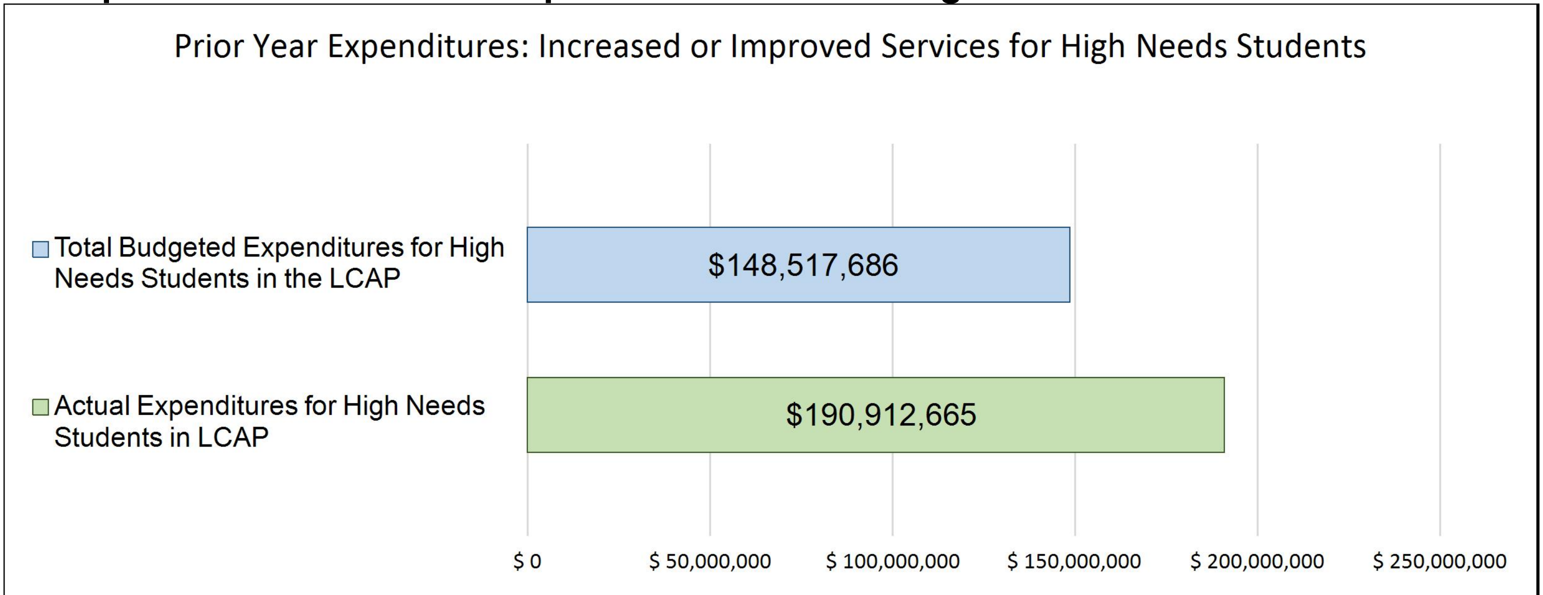
General operation costs, including contributions to other programs, routine maintenance, utilities, debt service obligations, capital project expenditures, and other material/supplies necessary to operate the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Corona-Norco Unified School District is projecting it will receive $142,664,569 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 $151,688,868 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 2025-26



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 2025-26, Corona-Norco Unified School District's LCAP budgeted $148,517,686 for planned actions to increase or improve services for high needs students. Corona-Norco Unified School District actually spent $190,912,665 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $42,394,979 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 [2026-27]

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 eighth largest in the state of California, we serve approximately 49,487^ students 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, TK-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 in 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 be expanded TK-12 with a focus on unduplicated students and on Foster Youth, with dedicated counselors to support the Foster Youth and Homeless students throughout CNUSD. Organized athletic activities (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: 52.8% Hispanic, 20.1% White, 14.1% Asian, 5.3% African American, and 2.9% Filipino^. Over 60 languages are spoken within our schools. In Corona-Norco, 71.3%^ of students are socioeconomically disadvantaged and

13.3%^ are classified as English Learners. The unduplicated count of students who qualify as low income, English learners, or foster youth is 71.7%*, 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 as California Distinguished Schools, with Benjamin Franklin, Prado View and Temescal Valley Elementary Schools receiving the distinction again this year. Additionally, this year Ramirez Intermediate School was awarded the Golden Bell Award for its excellence in using CASEL aligned social-emotional learning to improve student outcomes. 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 95.9%^ and an A-G completion rate of 59.7%^. 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.

* Indicates data collected from the CALPADS
^ Indicates data collected from the California Dashboard
+ Indicates data collected from DataQuest

Reflections: Annual Performance

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

CNUSD continues to demonstrate strong overall performance across multiple state indicators, with the 2025 Dashboard showing continued academic growth, strong graduation outcomes, improved suspension rates, and notable gains in College and Career Readiness. At the same time, the data continue to show persistent needs for Foster Youth, Long-Term English Learners, Students with Disabilities, Homeless Youth, and other student groups that remain below standard or experience disproportionate outcomes.

In English Language Arts, CNUSD improved from 8.5 points above standard in 2024 to 14.8 points above standard in 2025, an additional 6.3-point gain. This reflects stronger growth than the prior year's 2.7-point increase. Several student groups also improved from 2024 to 2025, including English Learners, who increased 9.3 points to 37.5 points below standard; Students with Disabilities, who increased 9.4 points to 74.6 points below standard; Hispanic students, who increased 5.8 points to 9.6 points below standard; and African American students, who increased 8.8 points to 0.3 points below standard.

In Mathematics, CNUSD improved from 30.7 points below standard in 2024 to 24.7 points below standard in 2025, a 6.0-point gain. English Learners improved 8.1 points to 67.0 points below standard, Homeless Youth improved 7.8 points to 101.9 points below standard, Students with Disabilities improved 4.5 points to 112.3 points below standard, Hispanic students improved 5.0 points to 56.6 points below standard, and African American students improved 4.5 points to 55.1 points below standard. Long-Term English Learners also improved 6.2 points, but remain 162.3 points below standard. Foster Youth maintained with a slight improvement of 1.9 points, but remain 121.1 points below standard. Overall, the district is moving in the right direction in mathematics, but gaps remain substantial for Foster Youth, Long-Term English Learners, Students with Disabilities, Homeless Youth, and English Learners.

Achievement gap data continue to show that several student groups perform significantly below standard in ELA and Math. In ELA, the greatest areas of need include Long-Term English Learners (-107.2 DFS), Foster Youth (-86.4 DFS), Students with Disabilities (-74.6 DFS), Homeless Youth (-62.2 DFS), and English Learners (-37.5 DFS). In Math, the greatest areas of need include Long-Term English Learners (-162.3 DFS), Foster Youth (-121.1 DFS), Students with Disabilities (-112.3 DFS), Homeless Youth (-101.9 DFS), and English Learners (-67.0 DFS).

The 2025 Dashboard English Learner Progress Indicator shows English Learners maintaining a Medium status, with 48.4% making progress, a decrease of 1.7 percentage points from 2024. Long-Term English Learners also remained in the Medium range, with 49.0% making progress, but declined 3.0 percentage points. This is a shift from the 2024 data, when both EL and LTEL progress had increased. These results suggest the need to continue strengthening designated and integrated ELD, monitoring LTEL progress closely, and ensuring English Learners have consistent access to grade-level instruction and language development supports.

CNUSD's four-year adjusted cohort graduation rate remains a strength. In 2025, 95.9% of all students graduated, maintaining a Very High status with a slight decrease of 0.4 percentage points from 2024. Several student groups also maintained strong graduation outcomes, including Hispanic students at 96.2%, Socioeconomically Disadvantaged students at 95.8%, and English Learners at 90.0%. Long-Term English Learners increased 1.7 percentage points to 92.8%, and Foster Youth increased 1.6 percentage points to 82.1%. However, Homeless Youth declined 2.8 percentage points to 88.3%, and Students with Disabilities declined 1.8 percentage points to 87.5%, indicating continued need for credit monitoring, counseling, intervention, and individualized graduation support.

Chronic Absenteeism remained an area for continued attention. The districtwide rate was 12.4% in 2025, a slight improvement from 12.6% in 2024, and remained in the High range. English Learners improved to 11.9%, Long-Term English Learners improved to 18.8%, Foster Youth improved to 26.8%, and Homeless Youth improved to 32.8%. Although these decreases are positive, Foster Youth and Homeless Youth continue to experience very high rates of chronic absenteeism. In addition, chronic absenteeism increased for Socioeconomically Disadvantaged students to 15.0%, Students with Disabilities to 20.1%, African American students to 20.1%, and Pacific Islander students to 24.5%.

The College and Career Indicator showed one of the strongest areas of growth. In 2025, 59.0% of graduates were identified as Prepared, an increase of 6.1 percentage points from 2024 and a significant improvement from the prior year's 48.5%. Gains were seen across many student groups, including English Learners at 19.8% prepared, Long-Term English Learners at 18.2%, Foster Youth at 17.9%, Homeless Youth at 30.3%, Students with Disabilities at 15.0%, Socioeconomically Disadvantaged students at 56.5%, Hispanic students at 50.2%, and African American students at 61.9%, which increased significantly by 15.5 percentage points. These outcomes suggest that efforts related to A-G completion, CTE pathways, AP/IB, dual enrollment, and credit recovery are helping more students meet college and career readiness benchmarks.

Suspension rates improved overall. The districtwide suspension rate decreased from 4.2% in 2024 to 3.2% in 2025, a decrease of 1.0 percentage point. Improvements were seen for English Learners, Long-Term English Learners, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and African American students. However, Foster Youth increased to 15.6%, remaining in the Very High range, and Homeless Youth, while improving, remained high at 8.1%. These results show that districtwide behavior supports are having a positive overall impact, while Foster Youth and Homeless Youth continue to need more intensive, coordinated support.

Like all school districts, CNUSD continues to use Dashboard data to identify both strengths and areas for improvement. The 2025 data show that the district is making progress in several important areas, especially ELA, Math, CCI, and suspension rates. At the same time, outcomes for Foster Youth, Long-Term English Learners, Students with Disabilities, Homeless Youth, and students experiencing chronic absenteeism show that additional targeted support is still needed. These data will continue to guide LCAP actions, progress monitoring, and districtwide efforts to improve academic achievement, engagement, school climate, and equitable access to college and career readiness opportunities.

In the 2023 school year, several CNUSD schools were identified as needing additional support based on receiving a Red performance level on one of the state indicators. The chart below highlights the schools with school-wide Red indicators in 2023. Updated data from the 2024 and the 2025 Dashboard have been added to show the improvements made and to add any newly identified schools and subgroups with a Red indicator

Table 1

Indicator	List of Schools with All Student Lowest Level (Red)
SBAC ELA	**2023**: Lee V. Pollard, **2024**: Orange Grove **2025:** Lee V. Pollard
SBAC Math	**2023**: Academy of Innovation, Lee V. Pollard, **2024**: Parkridge **2025:** Orange Grove, Lee V. Pollard, Auburndale
CCI	**2023:** Corona-Norco Alternative, Lee V. Pollard, Orange Grove **2024:** Corona-Norco Alternative, Lee V. Pollard, Orange Grove **2025:** None
ELPI	**2023:** Franklin, Centennial, Eisenhower, Eastvale, Home Gardens, Lee V. Pollard, Rondo, Reagan, Anthony, McKinley **2024:** None **2025:** Barton, Rosa Parks, VanderMolen, Reagan, Academy of Innovation, Centennial, Corona, Norco, Vicentia, Franklin, Citrus Hills, Wilson
Graduation Rate	**2023:** Orange Grove **2024:** None **2025:** None

Suspension Rate	**2023**: Centennial, Citrus Hills, Coronita, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview **2024**: Auburndale, Stallings **2025:** Coronita, Foothill
Chronic Absenteeism	**2023**: Coronita, Todd, Eisenhower, Riverview, Victress Bower **2024**: None **2025:** Temescal, Todd, Riverview, Auburndale, Wilson, Orange

The California Dashboard also looks into student groups at each school site to determine whether all students are making progress and highlights those student groups who may be in need of additional support in order to meet standards expected in various areas. These schools and student groups are identified in the chart below based on the 2023 Dashboard. In order to be counted as a student group, schools need to have 30 students who identify in that specific group. Any box with an N/A indicates that no CNUSD schools have a red indicator for this measure and student group. CNUSD schools that have red indicators for specific student groups will work to ensure that improved outcomes in the specific area are achieved. This work is supported and reinforced at the district level, leading to these indicators driving actions within the district level LCAP. The chart below highlights the schools with school-wide Red indicators in 2023. Updated data from the 2024 and 2025 Dashboard have been added to show the improvements made and to add any newly identified schools and subgroups with a Red indicator.

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 **2025:** Pollard	**2023**: Auburndale, Pollard, **2024**: Pollard, Jefferson, Raney **2025:** Auburndale, Pollard	**2023**: Corona-Norco Alt, Pollard, Orange Grove **2024**: Pollard **2025:** None	N/A	**2023**: Orange Grove **2024**: None **2025:** None	**2023:** Centennial, Citrus Hills, Coronita, Todd, Home Gardens, Jefferson, Raney, Orange Grove, Parkridge, River Heights, Riverview, **2024:** Highland, Home Gardens, Stallings, **2025:** Coronita, Foothill	**2023:** Coronita, Todd, Eisenhower, El Cerrito, Riverview, Anthony **2024:** None **2025:** Auburndale, Todd, Stallings, Orange, Riverview, Temescal
English Learner	**2023:** Academy of Innovation, Auburndale,	**2023:** Academy of Innovation, Auburndale, Citrus	**2023:** Centennial, Corona High,	**2023:** Franklin, Centennial, Eisenhower,	N/A	**2023:** Auburndale, Centennial, Citrus Hills, Corona	**2023:** Chavez, Ramirez, Todd, Eisenhower,

	Corona 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 **2025:** Roosevelt, Jefferson	Hills, Corona Fundamental, El Cerrito, Raney, Norco Int, Parkridge, Santiago **2024:** Academy of Innovation, Auburndale, Corona High, Jefferson, Raney, Norco High, Parkridge **2025:** Auburndale, Coronita, Home Gardens, Parkridge, Santiago	Pollard, Orange Grove **2024:** Centennial, Norco High, Pollard, Orange Grove, Roosevelt **2025**: None	Eastvale, Home Gardens, Pollard, Rondo, Reagan, Anthony, McKinley **2024:** Jefferson, Centennial, Lincoln, Norco Int, Raney, Sierra Vista, McKinley, Washington, Temescal Valley **2025:** Franklin, Centennial; Citrus Hills, Barton, Corona, VanderMolen, Norco High, Reagan, Parks		Fundamental, Ramirez, Todd, Jefferson, Raney, Norco High, Orange Grove, Parkridge, Riverview, Santiago **2024:** Auburndale, Corona HS, El Cerrito, Highland, Lincoln, Ramirez, Raney, Norco Int, Riverview, River Heights **2025:** Auburndale, Ramirez, Foothill, Washington, Norco I, Vicentia	Eastvale, Stallings, Prado View, River Heights, Anthony **2024:** Citrus Hills, Ramirez, Norco Int, Orange **2025:** Auburndale, Jefferson, Raney, Riverview, Vicentia
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 **2025:** Santiago	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	**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,	**2023:** Centennial, Roosevelt, Norco High **2024:** Centennial, Corona HS, Corona-Norco Alt. **2025:** Norco High,	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 **2025:** Corona Ranch, Todd, Jefferson, Raney, VanderMolen, Parkridge, Riverview, Parks, Temescal

	Gardens, Jefferson, Adams, Roosevelt, VanderMolen, Norco Int, Norco High, Parkridge, Sierra Vista, Stallings, Vicentia, McKinley, Wilson, River Heights **2025:** Auburndale, Centennial, Citrus Hills, Corona Fundamental, Coronita, Washington, Home Gardens, Stallings, Raney, VanderMolen, Norco El, Parkridge, River Heights, Vicentia	Roosevelt, Norco Int, Norco High, Parkridge, Sierra Vista, Stallings, Vicentia, McKinley, Wilson **2025:** Auburndale, Citrus Hills, Corona Fundamental, Corona Ranch, Coronita, Roosevelt, Washington, Home Gardens, Jefferson, Stallings, Raney, VanderMolen, Parkridge, Vicentia, McKinley				**2025:** Chavez, Corona Fundamental, Ramirez, Eisenhower, Foothill, Washington, Highland, Stallings, Norco I, Orange, Orange Grove, Parkridge, Vicentia, McKinley	
African American	**2025:** Auburndale	**2023:** Centennial **2024:** Centennial **2025:** Auburndale	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 **2025:** Foothill, River Heights, McKinley	**2023:** Todd, Foothill, VanderMolen, Parkridge, Temescal, McKinley **2024**: Eastvale, El Cerrito, Parkridge, Temescal, McKinley **2025:** Auburndale, Foothill, Parks, 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 **2025:** None	**2023:** El Cerrito, Lincoln, VanderMolen **2024:** El Cerrito **2025:** Stallings
Filipino	N/A	N/A	N/A	N/A	N/A	**2023:** Todd **2024:** None **2025:** Chavez	**2023:** Todd **2024:** None **2025:** None
Hispanic	**2023**: Pollard **2024:** None **2025:** Pollard	**2023**: Auburndale, Pollard, Raney, Parkridge, **2024:** Auburndale, Pollard, Raney, Parkridge, Jefferson, Norco Int, Raney **2025:** Auburndale, Pollard	**2023:** Corona-Norco Alt, Pollard, Orange Grove **2024:** Corona-Norco Alt, Pollard, Orange Grove **2025:** None	N/A	**2023:** Orange Grove **2024:** None **2025:** None	**2023:** Franklin, Centennial, Citrus Hills, Coronita, Foothill, Home Gardens, Jefferson, Todd, Raney, Orange Grove, River Heights, Riverview **2024:** Auburndale, Corona Ranch, Highland, Riverview **2025:** Todd, Orange, Riverview	**2023:** Coronita, Todd, Eisenhower, El Cerrito, Stallings, Prado View, Riverview, Anthony **2024:** Citrus Hills, El Cerrito **2025:** Auburndale, Franklin, Jefferson, Temescal
2 or more races	N/A	N/A	N/A	N/A	N/A	**2024:** Foothill **2025:** None	**2023:** Barton, Eisenhower, Foothill, VanderMolen, McKinley **2024:** Harada, McKinley **2025:** Parks
Pacific Islander	N/A	N/A	N/A	N/A	N/A		N/A
White	**2023:** Academy of Innovation **2024:** None **2025:** None	N/A	**2024:** Academy of Innovation **2025:** None	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 **2025:** Coronita, Stallings, Temescal

						2025: Foothill, Orange, Orange Grove	
Long-Term EL (2024 New Indicator)	**2024:** Auburndale, Chavez, Citrus Hills, Corona HS, El Cerrito, Home Gardens, Raney, Norco Int, River Heights **2025:** Centennial, Corona Fundamental, Home Gardens, Raney, River Heights	**2024:** Auburndale, Centennial, Citrus Hills, Corona HS, Home Gardens, Raney, River Heights **2025:** Auburndale, Centennial, Chavez, Corona Fundamental, Ramirez, Home Gardens,	**2024:** Centennial, Pollard, Norco High, Orange Grove, Santiago **2025:** Centennial	**2024:** Academy of Innovation, Norco Int **2025:** Norco High,		**2024:** Auburndale, Corona HS, Ramirez, El Cerrito, Home Gardens, Raney, Norco Int, River Heights **2025:** Auburndale, Chavez, Corona Fundamental, El Cerrito, Norco I	**2024:** Citrus Hills, Norco Int **2025:** Auburndale, Ramirez, Raney

Student groups are not only measured at the school level. There is also a measure of student groups for the district as a whole. To be counted on the district student group report, there would need to be 15 students in the specific student group. This results in student groups represented at the district level that are not found at the site level. In this case, we find red indicators at the district level Homeless and Foster Youth that are not identified in the chart above with site-level data. The chart below highlights the schools with school-wide Red indicators in 2023. Updated data from the 2024 and 2025 Dashboard have been added to show the improvements made and to add any newly identified schools and subgroups 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 **2025:** Foster
SBAC Math	**2023:** Foster, Students with Disabilities, **2024:** Long-Term English Learners, Homeless **2025:** Foster
CCI	**2023:** Students with Disabilities **2024:** Foster, Long-Term English Learners, Students with Disabilities

	2025: None
ELPI	None
Graduation Rate	None
Suspension Rate	**2023:** English Learners, Foster, Homeless, Students with Disabilities, Pacific Islander **2024:** None **2025:** Foster
Chronic Absenteeism	**2023:** American Indian, Multiple Races, Pacific Islander **2024:** Foster, Homeless **2025:** African American, Pacific Islander, Students with Disabilities

Learning Recovery Emergency Block Grant (LREBG)

CNUSD has unexpended LREBG funds for the 2026-2027 school year.

Based on the 2025 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 2026-2027 school year to support targeted actions addressing persistent achievement gaps in English Language Arts, Mathematics and Chronic Absenteeism. 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). To accelerate learning recovery in English Language Arts and Mathematics, the District will fund an Ed Tech STEAM Coordinator to support the intentional integration of technology into core instruction. This position will focus on increasing student engagement, improving academic outcomes, and addressing chronic absenteeism through innovative, standards-aligned instructional strategies (action 1.5). District data demonstrates that while graduation outcomes have improved overall, significant disparities persist for student groups experiencing the greatest barriers to academic success, including foster youth, homeless, and English learners due to credit deficiency. In response, the District will expand and strengthen credit recovery opportunities as part of a comprehensive strategy to improve graduation rates, reduce dropout risk, and increase college and career readiness outcomes for students who are behind in credits (action 1.9) as allowed in section 4. LREBG will provide fund to support tutoring for students enrolled in Umoja (action 2.7) as allowed by section 2(1).

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 support 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). District data indicates that while overall chronic absenteeism rates have declined, chronic absenteeism among foster youth continues to increase. Foster youth often experience unique barriers to consistent school attendance, including placement instability, transportation challenges, trauma, health needs, and disruptions in school continuity. As a result, the district is investing in EveryDay Labs to strengthen early identification, monitoring, and intervention systems designed to improve attendance outcomes for students with the greatest needs (action 2.8). Additionally, consistent with Section 6.2 of the LREBG allowable uses, CNUSD will utilize a Teacher on Special Assignment (TOSA) to provide professional learning, coaching, and targeted support for school staff serving newly arrived English Learners. This investment is intended to strengthen instructional practices, monitor student progress, and ensure that English Learners who are new to the country receive the academic and social-emotional supports necessary to successfully access grade-level content and achieve positive educational outcomes (Action 3.6).

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). 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) was identified for Differentiated Assistance under the California State Accountability System due to performance concerns in two state priority areas for Foster Youth during the 2025–2026 school year. The identified areas include English Language Arts/Mathematics and Suspension Rate. The district is continuing its focus on support for Foster students through a dedicated counselor.

CNUSD continued year two support for Special Education, Long Term English Learners and Homeless Youth, through eligibility for year two DA support. The District continued its partnership with the Riverside County Office of Education (RCOE) through the provided year two support, with a continued focus on improving outcomes for Students with Disabilities and strengthening systems of support for all identified student groups. Building upon the work initiated during the 2023–2024 school year, district and site leaders, along with general and special education teachers representing all grade spans, continued to participate in a collaborative improvement process supported by RCOE. The committee has engaged in ongoing root cause analysis utilizing multiple quantitative and qualitative data sources, including empathy interviews and stakeholder feedback, to better understand barriers impacting student achievement and engagement. Throughout the 2025–

2026 school year, the committee continued refining and implementing evidence-based practices aligned to identified student needs. This work has included strengthening inclusive practices, targeted academic and behavioral supports, and systems for monitoring student progress.

CNUSD remains committed to evaluating the effectiveness of these strategies and scaling successful practices districtwide to ensure equitable access, improved outcomes, and sustained support for all students. Long-term English Learners and Homeless students will also continue to be a focus and supported through a dedicated Homeless Counselor and a dedicated Teacher on Special Assignment to support English Learners.

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, 2026, 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 as well as prominently displaying banners with QR codes on the arrival gates. 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. The survey was available in English, Spanish and Mandarin. CNUSD received 2,220 responses.
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, district administrators	The LCAP Advisory Committee is composed of sixty (60) members equally representing our various educational partners (15 parents, 15 classified, 15 certificated and 15 management). Members of each group are intentionally selected to ensure representation of all student groups, grade spans and geographic areas of CNUSD's diverse district. This diverse groups of parents are selected from, and represent, our District English Learner Advisory Committee (DELAC), Parents of African American Students Advisory Committee (PAASAC), Community Advisory Committee (CAC) and PTA and represent all of our unduplicated student groups. Classified members

Educational Partner(s)	Process for Engagement
	are selected by CSEA, our classified bargaining unit, and include a varied range of job classifications from across the district. Certificated members are selected by CNTA, our local bargaining unit, and include certificated representation from elementary, intermediate, and high school. Additionally, nurses, counselors, and psychologists are represented as well. The management representation includes site principals representative of our diverse communities from elementary, intermediate and high school and also includes district leadership. Educational partner input through the LCAP Advisory Committee is ongoing throughout the year beginning in November. Half day meetings (9-12 p.m.) were held in person with the entire committee on 11/3/2026, 12/15/2025, 2/2/2026, 2/9/2026, 3/9/2026, and 4/13/26. 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 2025 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, 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. During the last 3 meetings,

Educational Partner(s)	Process for Engagement
	participants were provided an opportunity to evaluate each action and service within the current LCAP, prioritizing actions to increase, or decrease. This process also allowed for proposals of any additional actions not yet included in the LCAP to principally support unduplicated students.
Students	The District engaged students in the development and refinement of the Local Control and Accountability Plan (LCAP) through multiple measures designed to ensure meaningful student voice and participation. During the 2025-2026 school year, the District established a Superintendent's Student Advisory Committee composed of students representing secondary schools across the district. The committee met regularly throughout the school year to provide feedback, identify student needs, and make recommendations regarding district programs, services, school climate, student engagement, and overall educational experiences. Student input from these meetings was reviewed and considered in the development of LCAP actions and services. In addition, the District administered a comprehensive districtwide student survey to students in grades 7-12 in order to gather broader input regarding academic supports, school connectedness, safety, wellness, engagement opportunities, and areas for growth within the district. A total of 2,040 student responses were received and analyzed to identify trends, priorities, and areas of need. Survey results, along with recommendations from the Superintendent's Student Advisory Committee, informed the District's evaluation of current programs and the development of proposed actions and expenditures within the LCAP. The District remains committed to ensuring students have ongoing opportunities to participate in decision-making processes and to provide input regarding programs and services that impact their educational experience.
SELPA Consultation	The 2026-27 LCAP draft was presented to the district SELPA Administrator on May 13, 2026.

Educational Partner(s)	Process for Engagement
Superintendent's Parent Advisory Committee (SPAC) District English Language Advisory Committee (DELAC)	The 2026-27 LCAP draft was presented to the District English Learner's Advisory Committee (DELAC) and Superintendent's Parent Advisory Committee (SPAC) on 05/15/26 and 05/21/2026 respectively. All questions were gathered and written responses 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 17, 2026. This meeting was live-streamed for public access, and the presentation was made available online alongside the meeting agenda. The draft of the 2026-2027 LCAP was posted on the district website on May 29, 2026, 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 9, 2026. Additionally, the Local Indicators were presented at the June 23, 2026 Board meeting, where the 2026-2027 LCAP was formally adopted.
Equity Multiplier Teams (certificated staff, administrators, district administrators, RCOE partners)	Equity Multiplier Schools 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 funding to address the needs of their lowest performing student groups as identified on the 2025 California School Dashboard. Equity Multiplier (EM) teams met from each school site on multiple days throughout the 25-26 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.

Educational Partner(s)	Process for Engagement
	Through this process, goals, and actions specific to the schools have been added to the 2026-27 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 2026-27 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) remains committed to a collaborative, transparent, and inclusive process in the development and annual review of the Local Control and Accountability Plan (LCAP). Throughout the 2025-26 school year, the District engaged educational partners through advisory committee meetings, surveys, bargaining unit collaboration, and ongoing opportunities for feedback and dialogue. Educational partners included parents, students, staff, bargaining units, and community members, all of whom provided valuable input regarding the programs, services, and supports necessary to improve student outcomes, engagement, and well-being.

As part of CNUSD's continued commitment to elevating student voice, the District expanded opportunities for direct student engagement this year through the Superintendent's Student Advisory Committee. This advisory group met regularly throughout the school year to provide feedback and recommendations regarding academic programs, student supports, school climate, communication, and overall student experience. In addition, CNUSD administered a districtwide student survey to students in grades 7-12, resulting in more than 2,000 responses. Feedback from students provided meaningful insight into student engagement, academic experiences, social-emotional needs, and school connectedness, and directly informed the annual review and refinement of LCAP actions and services.

Key Themes Identified Through Educational Partner Feedback

1. Academic Achievement, Intervention, and Student Engagement

Educational partners consistently emphasized the importance of maintaining strong academic supports while increasing opportunities for intervention, enrichment, and meaningful student engagement. Stakeholders identified the need for:

- Expanded tutoring and academic intervention opportunities during and after the school day.

- Increased small-group and individualized instructional support for students needing additional academic assistance.
- Continued focus on literacy and mathematics achievement through evidence-based instructional practices and targeted interventions.
- Increased access to enrichment opportunities including Advanced Placement (AP), Dual Enrollment, Career Technical Education (CTE), AVID, STEM, arts, music, and extracurricular programs.
- Expanded opportunities for hands-on, engaging, and relevant learning experiences that increase student motivation and connection to learning.
- Additional supports for English learners, students with disabilities, and students participating in Dual Language Immersion programs.
- Continued opportunities for academic recognition and encouragement for students demonstrating achievement and growth.

Student survey responses further reinforced the importance of engaging instruction, access to tutoring and intervention, supportive teacher relationships, and expanded college and career opportunities. Students also identified stress, excessive workload, lack of motivation, and difficulty balancing academics and extracurricular commitments as factors impacting academic performance.

In response to this feedback, the District will continue prioritizing academic intervention supports, tutoring opportunities, expanded learning programs, college and career pathways, and evidence-based literacy and mathematics instruction outlined throughout Goals 1-3 of the LCAP. Educational partner feedback also reinforced the District's continued investment in programs such as AVID, AP, Dual Enrollment, CTE pathways, expanded learning opportunities, and targeted academic intervention supports designed to improve student achievement and engagement.

2. Social-Emotional Wellness, School Climate, and Student Belonging

Educational partners continued to prioritize student wellness, positive school culture, and strong relationships between students and staff. Stakeholders emphasized the importance of:

- Access to counseling, mental health services, and social-emotional supports.
- Safe, welcoming, and inclusive school environments where students feel valued and connected.
- Expanded bullying prevention efforts and proactive strategies to improve school climate.

- Increased opportunities for student involvement through clubs, activities, athletics, leadership programs, and peer connections.
- Positive relationships with caring adults who support students academically and emotionally.
- Increased student voice and opportunities for students to contribute to school decision-making and campus culture.

Students specifically shared that connection to peers, involvement in school activities, supportive classroom environments, and access to trusted adults contribute to a stronger sense of belonging and engagement at school. Students also identified stress, anxiety, peer pressure, and feeling overwhelmed as barriers to academic success and overall well-being.

As a result of this feedback, the District will continue investments in counseling services, mental health supports, Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, student engagement initiatives, and programs designed to improve school connectedness and belonging. Educational partner feedback also reinforced the District's focus on maintaining safe and supportive learning environments across all campuses.

3. Family Engagement and Communication

Parents and guardians consistently identified communication and family partnership as key priorities. Educational partners expressed the importance of:

- Timely, clear, and consistent communication between schools and families.
- Improved communication regarding academic progress, tutoring opportunities, available support, and school activities.
- Greater transparency regarding school and district decisions impacting students and families.
- Increased opportunities for parent education and workshops to support learning at home and better understand curriculum, grading practices, college readiness, and available student supports.
- Continued collaboration between schools and families to support student success.

Educational partners expressed appreciation for the opportunity to provide input into the LCAP process and emphasized the importance of maintaining ongoing engagement opportunities throughout the year.

In response to this feedback, the District will continue prioritizing family engagement efforts, parent communication systems, educational partner meetings, and parent education opportunities designed to strengthen school-family partnerships and increase awareness of available student supports and services.

4. Staffing, Class Size, and Student Supports

Stakeholders continued to express the importance of maintaining adequate staffing and student support services to meet the diverse needs of students. Feedback included requests for:

- Reduced class sizes to allow for increased individualized attention and stronger instructional support.
- Additional counselors, intervention staff, paraprofessionals, and special education support.
- Continued professional learning for teachers, administrators, and support staff to strengthen instructional practices, student engagement strategies, and inclusive learning environments.
- Increased support for implementation of IEP accommodations and services.
- Continued efforts to maintain safe, structured, and supportive learning environments across all campuses.

Educational partner feedback reinforced the importance of maintaining staff and support structures currently funded through the LCAP, including counselors, intervention teachers, paraprofessionals, and professional development opportunities focused on student engagement, literacy, intervention, and inclusive instructional practices. Feedback regarding individualized support and intervention also informed the District's continued emphasis on targeted supports for English learners, foster youth, low-income students, and students with disabilities.

5. Equity, Access, and Expanded Opportunities

Educational partners emphasized the importance of ensuring equitable access to programs, services, and opportunities for all students. Stakeholders identified the need for:

- Expanded access to academic pathways, extracurricular activities, enrichment opportunities, and college and career preparation programs.
- Increased access to technology, instructional materials, and academic supports.
- Early exposure to college and career exploration opportunities.
- Expanded opportunities in arts, music, athletics, leadership, and student activities.
- Continued focus on inclusive practices and equitable access to support historically underserved student groups.

In response to this feedback, the District will continue to prioritize equitable access to rigorous coursework, enrichment opportunities, intervention supports, technology resources, extracurricular programs, and college and career pathways. Educational partner input also reinforced the continued focus on providing targeted services and differentiated supports for unduplicated student groups and students attending Equity Multiplier school sites.

Educational partner feedback continued to play a critical role in shaping the annual update to the adopted LCAP. Input gathered through surveys, advisory committee meetings, student engagement opportunities, and stakeholder sessions confirmed strong support for the continuation of the current actions and services included within the existing three-year LCAP plan. Feedback also informed refinements to implementation practices, communication efforts, student supports, and service delivery to better align programs with identified student and family needs.

This is the third year of the current three-year LCAP cycle, and ongoing fiscal constraints continue to limit the District's ability to add significant new actions or expenditures. CNUSD remains committed to sustaining and strengthening the programs and services educational partners identified as high priorities. While limited funding did not allow for the addition of many new actions within the LCAP, educational partner feedback directly influenced prioritization, refinement, and continued implementation of existing actions and services. Where feasible, the District will continue to leverage additional funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds and other supplemental resources, to enhance services aligned with educational partner feedback. These enhancements are reflected throughout the Goals and Actions sections of the LCAP as well as within the Plan Summary and Reflections sections.

Support for Equity Multiplier Schools

Orange Grove High School, Lee V. Pollard High School, and the Academy of Innovation (AOI) continue to be identified as Equity Multiplier schools. Throughout the 2025-26 school year, each site engaged educational partners in reviewing student outcome data, identifying schoolwide needs, and developing targeted goals and actions designed to improve student achievement, engagement, attendance, and well-being. Feedback from educational partners at each Equity Multiplier site directly informed the development and refinement of site-specific goals and actions included within Goals 4-6 of the LCAP. These goals reflect the District's continued commitment to differentiated supports, targeted intervention, and improved outcomes for students served at these sites. Ongoing stakeholder engagement, progress monitoring, and data review will continue throughout the 2026-27 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.

In 2025, CNUSD exited Differentiated Assistance for Special Education, Homeless, and Long-term English Learners. CNUSD remains in Differentiated Assistance for Foster Youth due to red indicators on the California Dashboard in ELA, Math and Suspension rate. CNUSD continued year 2 support with RCOE in the area of Special Education to complete the work that had been started in prior years.

In 2025 across CNUSD school sites, 17 schools have at least one student group with a red indicator in ELA and 17 schools have at least one student group with a red indicator in Math. Foster Youth are the only student group to have an overall red indicator in ELA and Math for the District. Two high schools have at least one student group with a red indicator for the CCI indicator and CNUSD has 0 student groups with a red indicator for the districtwide 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 (2025 Dashboard) CNUSD: All Student Groups Data * All: +14.8 * English Learner (EL): -37.5 * Foster Youth: -86.4 * Homeless: -62.2 * Socioeconomically Disadvantaged: -2 * Students with Disabilities: -74.6 * Black/African American: -0.3 * Asian: +70.1 * Hispanic: -9.6 * Pacific Islanders: +14.3 * White: +30.5 * Multiple Race: +42.7 Additional Student Group Added: Long Term English Learners -107.2	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 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	CNUSD: All Student Groups Data DFS (change) All: +9 English Learner (EL): +10.8 Foster Youth: -13.7 Homeless: -6.4 Socioeconomically Disadvantaged: +9.7 Students with Disabilities: + 6.1 Black/African American: +9.7 Asian: +5 Hispanic: +8.7 Pacific Islanders: +3.5 White: +7.9 Multiple Race: +6.4 Additional Student Group Added: Long Term English Learners +4.2

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	Math (2025 Dashboard) CNUSD: All Student Groups Data * All: -24.7 * English Learner (EL): -67 * Foster Youth: -121.1 * Homeless: -101.9 * Socioeconomically Disadvantaged: -43.8 * Students with Disabilities: -112.3 * Black/African American: -55.1 * Asian: +56.6 * Hispanic: -56.6 * Pacific Islanders: -23.1 * White: -6.9 * Multiple Race: +9.1	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 groups 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	CNUSD: All Student Groups Data DFS (change) All: +9.6 English Learner (EL): +11.8 Foster Youth: -6 Homeless: +1.4 Socioeconomically Disadvantaged: +9.8 Students with Disabilities: +5.8 Black/African American: +4.4 Asian: +10.7 Hispanic: +6.9 Pacific Islanders: +11 White: +8.4 Multiple Race: +11.9 Additional Student Group Added:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Multiple Race: +3.6 Additional Student Group Added: Long Term English Learners -168.5	Additional Student Group Added: Long Term English Learners: -162.3	Disadvantaged: -38.6 * Students with Disabilities: -103.1 * Black/African American: -44.5 * Asian: 54.9 * Hispanic: -48.5 * Pacific Islanders: -19.1 * White: -2.3 * Multiple Race: +7.8	Long Term English Learners: +6.2
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) (DataInsights) * 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%	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 (2025) (CA Dashboard) * Overall: 55.0% * Hispanic: 45.0% * English Learners:15.5% * LTEL: 14.9% * SED: 52.1% * Foster Youth:7.1% * African American: 59.7% * Special Education: 14.2%	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%	A-G Prepared: Change from 2023-2025 (CA Dashboard) Overall: +3.4 Hispanic: +2.0% English Learners:-2.8% LTEL: +1.7% SED: +6.2% Foster Youth:-7.6% African American: +14.8% Special Education: +2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* SED: 45.9% * Foster Youth: 14.7% * African American: 44.9% * Special Education: 11.6%			* Special Education: 20.29%	
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%	2024-2025 CTE Completion * All: 21% * English Learner (EL): 15.4% * Foster Youth:14.3% * Homeless: 8.3% * Socioeconomically Disadvantaged: 20.7% * Students with Disabilities: 21.6% * Black/African American: 14.3% * Asian: 27.1% * Hispanic: 19.8% * Pacific Islanders: 9.1% * White: 21.9% * Multiple Race: 18.4%	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%	CTE Completion Change (2023 - 2025) All: +6.5% English Learner (EL): +6% Foster Youth: +11.4% Homeless:-3.1 % Socioeconomically Disadvantaged: +6.8% Students with Disabilities: +6.4% Black/African American: +5.2% Asian: +7.6% Hispanic: +7.5% Pacific Islanders: +9.1% White: +3.1% Multiple Race: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					* Pacific Islanders: 6.0% * White: 25% * Multiple Race: 25%	
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% *Long Term English Learners: 1.8% * 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%	2024-2025 Overall Percentage of HS Cohort CNUSD: All Student Groups Data * All: 12.7% * English Learner (EL): 2.1% Long Term English Learners: 2.1% * Foster Youth: 0% * Homeless: 1.7% * Socioeconomically Disadvantaged: 11.9% * Students with Disabilities: 2.1% * Black/African American: 11.2% * Asian: 24.2% * Hispanic: 9.2% * Pacific Islanders: 9.1% * White: 14.5%	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%	Change in UC/CSU and CTE: Percentage of HS Cohort (2023-2025) All: +3.7% English Learner (EL): +0.3% Long Term English Learners: +0.3% Foster Youth: 0% Homeless: -2.7% Socioeconomically Disadvantaged: +4% Students with Disabilities: -0.4% Black/African American: +5.9% Asian: +7.4% Hispanic: +3.0% Pacific Islanders: +9.1% White: +2% Multiple Race: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Pacific Islanders: 0 * White: 10.7% * Multiple Race: 9.0% (Data Source: CA Dashboard Additional Reports)	* Multiple Race: 14.9% (Data Source: CA Dashboard Additional Reports)	* Students with Disabilities: 7.5% * Black/African American: 8.3% * Asian: 19.8% * Hispanic: 9.2% * Pacific Islanders:3% * White: 15.5% * 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	2023-2024 Overall earned certifications - 4178 SPED: 155 EL: 43 Foster: 1 Hispanic - 937 African American - 108 Female - 838 Male - 1239	2024-2025 Overall earned certifications - 4608 SPED: 136 EL: 59 Foster: 2 Hispanic: 785 African American: 77 Female: 796 Male: 1023 SED: 308	2026-2027 Increase count of industry certifications to 2200 overall. Updated Goal: Increase count of industry certifications to 4500 overall.	Change in count of students completing an Industry Certification in a CTE area. (2023-2025) Overall earned certification: +879 SPED: -27 EL: -18 Foster: +2 Hispanic: -8 African American: +2 Female: +96 Male: -11 SED:+280

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 0 Hispanic - 793 African American - 75 Female - 700 Male - 1034				
M 1.7	Priority 4 Participation in AP Classes Source: CNUSD Data Insights via College Board Data	2022-2023 Participation in AP Classes * 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 Participation in AP Classes * Overall - 24.4% * Hispanic - 18.28% * African American - 22.44% * English Learners - 5.92% * RFEP - 29.07% * SED - 21.66% * Foster Youth- 4.05%	2024-2025 Participation in AP Classes * Overall - 25.18% * Hispanic - 20.13% * African American - 22.59 % * English Learners - 8.16% * RFEP - 31.47% * SED - 23.22% * Foster Youth- 2.86%	2026-2027 Participation in AP Classes 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 %	Change in Participation in AP Classes Overall: +2.46% Hispanic: +3.23% African American: +3.81% English Learners: +3.75% RFEP: +3.11% SED: +3.19% Foster Youth: - 4.39%
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 %	2023 - 2024 * Overall - 74.12% * Hispanic - 68.15% * African American - 64.09% * RFEP - 72.16% * SED - 71.22% * Foster Youth - 100%	2024-2025 Overall - 78.5% * Hispanic - 72.54% * African American - 70.55% * RFEP - 76.22% * SED - 75.21% * Foster Youth - 100%	2026 - 2027 Goal - Increase of to 70% pass rate for all * Overall: 70% * Hispanic: 70% * African American: 70% * RFEP: 70 %	Change in percentage of students completing AP exams with a score of 3 or higher on at least 1 AP exam Overall: +13.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data Source: - CNUSD DataInsights and CollegeBoard)	(Data Source: - CNUSD Data Insights and College Board)	(Data Source: - CNUSD Data Insights and College Board)	* SED: 70% * Foster Youth: 70 % (Data Source: - CNUSD DataInsights and CollegeBoard)	Hispanic: +13.46% African American: +9.82 % RFEP: +14.85% SED: +14.38% Foster Youth: +44.44%
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% *LTEL: 6.76% (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% *LTEL: 7.93% (Data Source: DataQuest 11th Grade	CAASPP Data - Fall 2025 * Overall: 64.40% * Hispanic: 56.67% * English Learners: 5.86% * Low Income (now Socio-economically Disadvantaged (SED): 59.40% * African American" 58.92% * RFEP: 69.31% * LTEL: 11.03% (Data Source: DataQuest 11th Grade CAASPP ELA % Proficient)	2026-2027 Goal - Increase by 6% over 3 year; 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%	Change in percentage of students meeting "ready for college" and/or "conditionally ready for college" on EAP in ELA Overall: +4.84% Hispanic: +5.2% English Learners: +0.61% SED: +5.86% African American: +7.01% RFEP: +5.56% LTEL: +4.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(Data Source: DataQuest 11th Grade	
M 1.10	Priority 4 Percentage of students meeting "Ready for College" and/or "Conditionally Ready for College" on EAP in Math Source: Mathematics (Smarter Balanced Assessments) - Filter for 11th grade results	CAASPP Data - Fall 2023 * 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% *LTEL - 0.46% (Data Source: DataQuest 11th Grade CAASPP Math)	CAASPP Data - Fall 2024 * 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% *LTEL: 1.27% (Data Source: DataQuest 11th Grade CAASPP Math)	CAASPP Data - Fall 2025 * Overall - 38.33% * Hispanic -26.77% * English Learners - 5.8% * Long Term EL - 0.74% * Socio-economically Disadvantaged (SED) -32.03% * African American - 30.21% * RFEP - 35.89% (Data Source: DataQuest 11th Grade CAASPP Math % Proficient)	2026-2027 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)	Change in percentage of students meeting "ready for college" and/or "Conditionally ready for college" EAP Math/ CAASPP Data Overall: +4.76% Hispanic: +4.63% English Learners: +3.44% Long Term EL : +0.28% Socio-economically Disadvantaged (SED): +5.56% African American: +4.34% RFEP: +5.18%
M 1.11	Priority 5 High School Graduation Rate (Four and Five Year Adjusted Cohort Rate)	2022 - 2023 CNUSD: All Student Groups Data * All: 94.9%	2023 - 2024 CNUSD: All Student Groups Data * All: 96.3%	2024 - 2025 CNUSD: All Student Groups Data * All: 95.9%	2026 - 2027 Goal: Increase overall to 96%; all groups by at least 3%; to a minimum	Change in High School Graduation Rate (2023-2025) CNUSD: All Student Groups Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest (Updated to California Dashboard)	* English Learner (EL): 88% * Foster Youth: 85.3% * Homeless: 86.8% * Socioeconomically Disadvantaged: 94.3% * 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%	* English Learner (EL): 90.1% * Foster Youth: 82.9% * Homeless: 90.7% * 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%	* English Learner (EL): 89.9% * Foster Youth: 82.1% * Homeless: 88.1% * Socioeconomically Disadvantaged: 95.8% * Students with Disabilities: 87.5% * Black/African American: 96.1% * Asian: 94.5% * Hispanic: 96.2% * Pacific Islanders: 100% * White: 94.9% * Multiple Race: 98.8%	of 90% for every group CNUSD All Students * 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%	All: +1.0% English Learner (EL): +1.9% Foster Youth: -3.2% Homeless: +1.3% Socioeconomically Disadvantaged: +1.5% Students with Disabilities: +6.0% Black/African American: -0.1% Asian: -1.7% Hispanic: +2.4% Pacific Islanders: 0% White: -0.9% Multiple Race: +2.2%
M 1.12	Priority 8 Percentage of Students meeting Prepared on the College Career Indicator (CCI)	2022-2023 CNUSD: All Student Groups Data * All: 47.9%	2023-2024 CNUSD: All Student Groups Data	2024-2025 CNUSD: All Student Groups Data	2026-2027 CCI Goal: Increase by at least 8%; 20% minimum for all student groups	Change in percentage of students meeting prepared on the CCI (2023-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	* English Learner (EL): 13.4% * Foster Youth: 19.4% * Homeless: 27.3% * Socioeconomically Disadvantaged: 42.3% * 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)	* All: 48.5% * English Learner (EL): 10.7% * Foster Youth: 5.6% * Homeless: 18.6% * 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)	* All: 59% * English Learner (EL): 19.8% * Foster Youth: 17.9% * Homeless: 30.3% * Socioeconomically Disadvantaged: 56.5% * Students with Disabilities: 15% * Black/African American: 61.9% * Hispanic: 50.2% * Pacific Islanders:54.5% * White: 63.8% * Multiple Race: 77.9% Data Source: 2023 California School Dashboard, Additional Reports)	CNUSD: All Student Groups Data * All: 55% * 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)	CNUSD: All Student Groups Data All: +11.1% English Learner (EL): +6.4% Foster Youth: -1.5% Homeless: +3.0% Socioeconomically Disadvantaged: +14.2% Students with Disabilities: +6.8% Black/African American: +25.5% Hispanic: +11.4% Pacific Islanders: +26.7% White: +8.5% Multiple Race: +24.4%
M 1.13	Priority 6 Survey data - Percent of participants selecting "Strongly Agree" and	2024 Survey Data on CSR	2025 Survey Data on CSR "My child's class size allows for	2026 Survey Data on CSR "My child's class size allows for	2027 Survey Data on CSR CNUSD Goal: 75% Parent agreement	Change in Survey Data on CSR "My child's class size allows for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" on three CSR questions Source: LCAP Parent Survey: CSR Category	"My child's class size allows for personal attention and feedback" . CNUSD: Overall 66% Elementary * PreK-2: 66 *Gr 3-6 - 64 Secondary *Gr 7-8 - 69 *Gr 9-12 - 67% "My child's class size allows 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	personal attention and feedback" CNUSD: Overall 64% Elementary * PreK-2: 70% *Gr 3-6 - 62% Secondary *Gr 7-8 - 64% *Gr 9-12 - 63% "My child's class size allows 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	personal attention and feedback" CNUSD: Overall 61% Elementary * PreK-2: 69% *Gr 3-6 - 59% Secondary *Gr 7-8 - 61% *Gr 9-12 - 58% "My child's class size allows teacher to meet the needs of all the students in the room" CNUSD Overall 57% Elementary *PreK-2: 60% *Gr 3-6: 59% Secondary *Gr. 7-8: 52% *Gr 9-12: 48% "My child's class size is appropriate for the grade level" CNUSD	on all three questions	personal attention and feedback" CNUSD: Overall: -5% Elementary * PreK-2: +3% *Gr 3-6 - -5% Secondary *Gr 7-8 - -8% *Gr 9-12 - -9% "My child's class size allows teacher to meet the needs of all the students in the room" CNUSD Overall 0% Elementary *PreK-2: 0% *Gr 3-6: +4.2% Secondary *Gr. 7-8: -4.3% *Gr 9-12: -8.4% "My child's class size is appropriate for the grade level" CNUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall 63% Elementary *PreK-2: 65.2% *Gr 3-6 - 59.7% Secondary *Gr. 7-8 - 64.6% *Gr 9-12 -63.3%	Overall 66% Elementary *PreK-2: 64% *Gr 3-6 - 61% Secondary *Gr. 7-8 - 61 % *Gr 9-12 - 60%	Overall 66% Elementary *PreK-2: 66% *Gr 3-6 - 59% Secondary *Gr. 7-8 - 60% *Gr 9-12 - 56%		Overall: +3% Elementary *PreK-2: +0.5% *Gr 3-6 - -0.7% Secondary *Gr. 7-8 - -4.6% *Gr 9-12 - -7.3%
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	2026 Pending	2027 100% of students and teachers have access to a device in good repair and wifi	CNUSD has remained at 100% access to technology

Goal Analysis [2025-26]

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 1.1: High Quality Staffing

Implementation: This action was implemented as planned. CNUSD maintained certificated, classified, and certificated management staffing to provide daily instruction, academic program support, school operations, and student services across district and school sites. The LCAP identifies this action as the core staffing structure for providing rigorous instruction, academic support, and quality services to students.

Challenges: Ongoing staffing demands continue to require careful monitoring to ensure consistent support across all schools and programs, particularly as schools implement multiple academic priorities simultaneously.

Successes: The district maintained the staffing infrastructure necessary to support instruction, academic programs, and school operations across all sites.

Action 1.2: Additional Teachers to Lower Class Sizes K-12

Implementation: This action was fully implemented. Class size reduction was implemented TK-12 with established hard caps: TK: 24, Kindergarten: 25, Grades 1-3: 27, Grades 4-6: 31, Grades 7-8: 36, and Grades 9-12: 38.

Challenges: No substantive difference between planned and actual implementation was noted. Continued implementation requires ongoing staffing and facilities alignment to maintain class size caps across grade levels.

Successes: CNUSD successfully maintained reduced class size structures across TK-12, supporting more manageable learning environments and greater opportunities for individualized student attention. Educational partners continue to prioritize this action.

Action 1.3: High Quality Professional Development

Implementation: This action was implemented across certificated, classified, and CTE staff. Certificated professional development included elementary literacy and math training, special education math training, new teacher math curriculum training, secondary literacy professional learning, and secondary math training. TK-6 teachers completed all four mandatory professional development days focused on Literacy and Math Power Objectives, PLC questions, inclusive practices, and standards-based grading. Classified professional development was provided for bilingual paraprofessionals and Para 1 TK/K staff, and CTE teachers participated in professional development and collaborative meetings to align certification practices within curriculum.

Challenges: Implementation required coordination across multiple employee groups, grade spans, content areas, and substitute needs. Continued refinement is needed to ensure professional learning can be provided consistently without creating strain on school operations or requiring extended teacher absences from classrooms.

Successes: CNUSD delivered broad professional learning aligned to literacy, mathematics, inclusive practices, curriculum implementation, and CTE certification alignment. Classified staff also received targeted professional learning connected to classroom instructional support.

Action 1.4: MTSS Tier I and Tier 2 Academic Supports

Implementation: This action was implemented through site-based Teachers on Special Assignment and related support roles. Fifty-seven elementary TSAs were assigned across elementary sites, with one to three TSAs at each site. TSAs provided intervention across all three tiers, supported teachers, and supported data chats. Ten Intermediate math TSAs were placed on each Intermediate and Academy campus to assist with high quality math instruction and Induction support providers were also hired to insure all teachers hired new to the profession received appropriate support.

Challenges: Implementation varied by school site. Based on rounding data, some TSAs primarily provided student intervention, while others were more fully integrated into the MTSS system through student support, teacher coaching, modeled lessons, and data chats.

Successes: TSAs were assigned across sites, and data chats were occurring in an official capacity at 30 of the 33 school sites, demonstrating broad implementation of the academic support structure.

Action 1.5: Educational Technology Support and Resources

Implementation: This action was implemented through student connectivity supports, staff device refresh, privacy services, instructional software, and technology-enabled learning tools. Hotspots were provided to all students who requested internet access support, and district devices were issued to certificated non-administrative staff and maintained through the five-year refresh cycle. Vendor privacy services were fully implemented to monitor and protect student and staff data. Instructional software implementation included tools such as Alludo, Amplify, Discovery Education, Edgenuity, GoGuardian, Kami, Neptune Navigate, Respondus, Screencastify, Turnitin, Zoom, and Amira.

Challenges: Hotspot access remains request-based, which may limit support for families who do not communicate their need. Data privacy work also requires ongoing attention as new tools are introduced and digital privacy demands continue to grow. Instructional software usage varied by tool, school level, and site, including lower implementation in some areas such as high school completion of digital citizenship modules and uneven platform usage across sites.

Successes: CNUSD maintained broad access to technology resources. All students who requested hotspots received them, certificated non-administrative staff received district devices through the refresh cycle, privacy services were implemented, and multiple instructional platforms were used to support instruction, access, digital citizenship, credit recovery, classroom management, academic integrity, and multilingual learner supports.

Action 1.6: Supplemental Materials and Supports to Access and Assess Standards

Implementation: This action was implemented to provide supplemental academic materials and supports in literacy, mathematics, science, and social studies. The LCAP describes this action as including supplemental academic materials in core subjects, early literacy classroom support with paraeducators, a districtwide assessment platform with universal screening tools in ELA, math, and SEL, and curriculum coordination to support core instruction.

Challenges: Implementation requires continued alignment of supplemental materials to core instruction and standards. Monitoring also remains important to ensure materials are used consistently and support access to grade-level learning rather than becoming disconnected from adopted curriculum.

Successes: CNUSD continued providing supplemental resources and assessment supports intended to help teachers access, assess, and support standards-aligned instruction across core content areas.

Action 1.7: Pathways to Prepare Students for Postsecondary Education

Implementation: This action was implemented through multiple postsecondary preparation pathways, including Dual Enrollment with Norco College, Advanced Placement, International Baccalaureate, and transcript management supports. The LCAP identifies these supports as intended to build student interest, support registration and success in college-level coursework, provide AP and IB access, and ensure accurate documentation for graduation credits and A-G attainment.

Challenges: Implementation continues to require coordination among school sites, postsecondary partners, course offerings, staffing, and student scheduling. IB implementation remained stable, but broad growth is limited by declining enrollment and increasing course options such as CTE, VAPA, Honors, AP, dual enrollment, concurrent enrollment, and online coursework.

Successes: Postsecondary pathway structures remained in place, including AP, IB, and dual enrollment opportunities. The district also made progress in reducing IB teacher certification costs by working with RCOE to bring IB trainers locally.

Action 1.8: Career Technical Education

Implementation: This action was implemented through staffing, course/pathway support, articulation efforts, data collection improvements, equipment and materials, and student leadership opportunities. Ten CTE ROP teachers were contracted through the Riverside County Office of Education to provide instruction in multiple pathways. These teachers supported ten pathways across seven high schools serving more than 1,750 students. LCAP funds were also used to support Paraeducator Apprentices as part of work-based learning and CNUSD's "Build Your Own" initiative.

Challenges: CTE implementation requires ongoing coordination with RCOE, school sites, pathway teachers, industry requirements, data systems, and postsecondary partners. Continued refinement of CTE data collection through Qualtrics was identified in the LCAP to obtain cleaner and more useful data.

Successes: CTE instruction was implemented across multiple high school pathways, and the Paraeducator Apprentice program expanded from 22 apprentices in 2024-25 to 44 apprentices in 2025-26.

Action 1.9: Opportunities for High School Graduation Credits for Students in Need of Support

Implementation: This action was implemented through multiple credit recovery options, including Winter School, Summer School, credit recovery during the school day and centralized programming, and adult education credit recovery. The LCAP identifies priority for summer school and credit recovery opportunities for schools and student groups with red indicators.

Challenges: Implementation requires ongoing coordination among high school sites, counselors, centralized programming, summer and winter sessions, and adult education to ensure students have timely access to credit recovery options.

Successes: Credit recovery structures were implemented across multiple formats to provide flexible opportunities for students who were credit deficient or at risk of not graduating. Edgenuity-supported credit recovery and initial credit programs were also supported through direct teacher onboarding, a main point of contact, and troubleshooting across Centralized, Winter School, Summer School, and Home Hospital programs.

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

In accordance with California Education Code Section 42238.07, any unspent Local Control Funding Formula (LCFF) funds generated by unduplicated pupils must be carried over and used to increase or improve services for those students in subsequent years. CNUSD had unspent funds from the 2024-25 school year due to factors such as staffing vacancies, timing of expenditures, and program implementation delays. These funds are not returned or redirected to non-contributing activities; rather, they are required to be carried forward and allocated to future contributing actions and services that support English learners, foster youth, and low-income students.

The carryover funds from 2024-25 have been incorporated into the 2025-26 budget and will continue to be expended through contributing actions designed to increase and improve services for unduplicated pupils. These carryover amounts are reflected in the 2025-26 Annual Update Tables included with the 2026-27 Local Control and Accountability Plan and contribute to CNUSD’s ability to meet or exceed the required proportionality percentage.

CNUSD defines a material difference as a variance greater than 20 percent between budgeted expenditures and estimated actual expenditures. Material differences attributable to the allocation of carryover funds, program expansion, increased participation, salary and benefit adjustments, or full implementation of services are noted below. The amounts listed represent carryover funds that have been allocated to these actions for future expenditures:

Action 1.3 – High Quality Professional Development
Approximately $812,130 in carryover funds has been allocated to this action for future expenditures.

Action 1.5 – Educational Technology Support and Resources to Provide Student Access to the Standards
Approximately $4,348,540 in carryover funds has been allocated to this action for future expenditures. These funds support advance purchases of classroom technology to mitigate anticipated tariff-related cost increases and address rising ongoing replacement costs.

Action 1.6 – Supplemental Materials and Supports to Access and Assess Standards in Literacy, Mathematics, Science, and Social Studies
Approximately $3,282,354 in carryover funds has been allocated to this action for future expenditures.

Action 1.7 – Pathways to Support Students for Postsecondary Education
Approximately $298,084 in carryover funds has been allocated to this action for future expenditures.

Action 1.9 – Opportunities for High School Graduation Credits for Students in Need of Support
Approximately $1,250,922 in carryover funds has been allocated to this action for future expenditures.

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 towards the goal, making it difficult to determine the effects of a single action.

Action 1.1: High Quality Staffing

This action appears effective as a foundational support, but its impact is difficult to isolate from other actions. Overall academic indicators show progress: ELA increased from +5.8 DFS in 2023 to +14.8 DFS in 2025, a +9.0 point gain. Math improved from -34.3 DFS in 2023 to -24.7 DFS in 2025, a +9.6 point gain. Graduation also remained high at 95.9% in 2025, compared to 94.9% in 2023.

Action 1.2: Additional Teachers to Lower Class Sizes K-12

This action appears partially effective in supporting learning conditions. Parent survey results were mixed. Agreement that class size is appropriate increased from 63% in 2024 to 66% in 2026, but agreement that class size allows for personal attention decreased from 66% to 61%. Agreement that class size allows teachers to meet student needs remained flat at 57%. These results suggest the action is being maintained, but perception data does not yet show consistent improvement.

Action 1.3: High Quality Professional Development

This action appears effective, as evidenced by results on Summative Assessments. Student learning is measured by these assessments and the progress shows: ELA increased from +5.8 DFS in 2023 to +14.8 DFS in 2025, a +9.0 point gain. Math improved from -34.3 DFS in 2023 to -24.7 DFS in 2025, a +9.6 point gain.Classified professional development also showed positive feedback, with paraprofessionals reporting they learned new skills and strategies to support students.

Action 1.4: MTSS Tier 1 and Tier 2 Academic Supports

This action appears effective, with some inconsistency by site. CNUSD assigned 57 elementary TSAs, with 1-3 TSAs at each elementary site. Data chats have been occurring in an official capacity at 30 of 33 school sites. These actions support student learning, allowing staff to focus on the needs of the students within the classroom. This focus results in increased learning as indicated by increases in CAASPP data for ELA and Math as seen on the California Dashboard.

Action 1.5: Educational Technology Support and Resources

This action is effective in maintaining access and reducing technology barriers. 100% of students who requested hotspots received one, and 100% of certificated staff received updated devices. Instructional technology use also increased: Kami reached 19,886 users, including 18,469 students, with 78,885 hours of student use; GoGuardian was used by 100% of CNUSD schools; and Turnitin logged 136,594 submissions, 188,716 similarity reports, and 71,263 AI detection reports. Some tools show uneven impact. Discovery Education reached 11,998 students, but all high schools had fewer than 200 student interactions, and only 9 assessments were assigned. Neptune Navigate showed strong completion in lower grades, but high school completion was only 67%, despite improving by 15%. Technology allows students to access the curriculum and engage in learning, including relearning concepts for graduation credit. The benefits are seen in the outcomes of ELA and Math on CAASPP (ELA increased from +5.8 DFS in 2023 to +14.8 DFS in 2025, a +9.0 point gain. Math improved from -34.3 DFS in 2023 to -24.7 DFS in 2025, a +9.6 point gain) as well as in a strong graduation rate (95.8% in 2025).

Action 1.6: Supplemental Materials and Supports to Access and Assess Standards

This action appears effective when paired with professional development and curriculum implementation. The LCAP notes that supplemental materials support access to standards in literacy, math, science, and social studies. Related academic results show improvement: ELA improved by +9.0 DFS from 2023 to 2025, and Math improved by +9.6 DFS during the same period. Continued monitoring is needed to ensure supplemental materials remain aligned to core curriculum.

Action 1.7: Pathways to Prepare Students for Postsecondary Education.

This action is effective overall, with some student group gaps. A-G completion increased from 55.6% in 2023 to 59.7% in 2025. AP participation increased from 22.72% to 25.18%, including gains for Hispanic students (+3.23%), English Learners (+3.75%), RFEP students (+3.11%), and SED students (+3.19%). AP exam success also improved substantially, with students earning a 3 or higher increasing from 65.11% to 78.5%, a +13.39% gain.

Foster Youth results remain an area of concern. Foster Youth AP participation declined by 4.39%, and A-G completion declined by 14.33% from 2023 to 2025.

Action 1.8: Career Technical Education

This action is effective. CTE pathway completion increased from 14.5% in 2023 to 21.0% in 2025, a +6.5% gain. Gains were also seen for English Learners (+6.0%), Foster Youth (+11.4%), Socioeconomically Disadvantaged students (+5.5%), Students with Disabilities (+6.4%), Hispanic students (+7.5%), and African American students (+5.2%). Industry certifications also increased from 3,729 in 2023 to 4,608 in 2025, a gain of 879 certifications.

Action 1.9: Opportunities for High School Graduation Credits for Students in Need of Support

This action is effective in supporting graduation and credit recovery. The graduation rate remained high at 95.9% in 2025, up from 94.9% in 2023. Students with Disabilities showed the strongest increase, improving from 81.5% to 87.5%, a +6.0% gain. Edgenuity-supported Summer School served 2,155 credit recovery students, with 90% completing assigned coursework and earning a passing grade. It also served 2,604 initial credit students, with 94% completing coursework and earning a passing grade. Foster Youth graduation remains an area of concern, declining from 85.3% in 2023 to 82.1% in 2025, a -3.2% decrease.

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.

For 2026-27, CNUSD will maintain the overall Goal 1 structure and focus, with a focus on our Foster Youth and Long-Term English Learners to decrease the academic gap that exists.

Metrics have been updated to add data for Long-term English Learners (LTELs).

Metric 1.11 - High School Graduation Rate metric description was edited from 4-Year Adjusted Cohort to the 4 and 5 Year Graduation Rate. Source has been updated from DataQuest to California Dashboard. All data including baseline aligns to this definition.

Action 1.3 - LREBG funds were allocated for LETRS (Language Essentials for Teachers of Reading and Spelling). This evidenced based training will support early literacy instruction.

Action 1.4 - LREBG funds were allocated to hire an EL and Equity Teacher on Special Assignment to support newcomers. Seven Math Teachers on Assignment were added to support mathematics at the high school level. LCFF S/C funds were allocated to support the Peer Assistance and Review (PAR) team. LCFF S/C funds were also allocated for Intermediate-level student support systems to increase access to targeted behavioral intervention, progress monitoring, and coordinated academic intervention and assistance based on identified student needs.

Action 1.5 - LREBG funds were used to hire an Ed Tech Coordinator to support the intentional integration of technology into the curriculum.

Action 1.8 - Qualtrics was removed from this action as disaggregated data can now be collected from District tools.

Action 1.9 - LREBG funds were allocated to support credit recovery at the high school level.

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.	$454,795,270.00	No

Action #	Title	Description	Total Funds	Contributing
		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 $454,795,270		
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 learning environment for students who may require additional assistance to thrive academically. Funding through: LCFF Supplemental/Concentration $36,956,905	$36,956,905.00	Yes
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). Action 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	$4,274,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 $ 1,964,160 Learning Recovery Emergency Block Grant $2,030,000 b. Classified professional development LCFF Supplemental/Concentration $220,000 c. CTE Professional Learning CTEIG/K12 Strong Workforce $60,000		
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, improve teaching effectiveness and student achievement in literacy and math (Kraft, Blazar, and Hogan, 2018). Action will be monitored by Metric 1.1 ELA and 1.2 Math. a. Elementary Teachers on Special Assignment (TSAs) b. Intermediate Math Teachers on Special Assignment (TSAs) c. Induction Support Providers d. Teachers on Special Assignment to deliver professional development e. Peer Assistance and Review (PAR) Team f. Provide Intermediate-level student support systems to increase access to targeted behavioral intervention, progress monitoring, and coordinated academic assistance based on identified student needs. g. High School Math Teachers on Special Assignment (TSAs)	$18,626,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental/Concentration $16,961,634 Learning Recovery Emergency Block Grant $1,664,801		
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 are ensuring 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 the 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: LCFF Supplemental/Concentration $6,623,224 LCFF: $2,062,118	$8,910,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		e. Educational Technology Coordinator: To accelerate learning recovery in English Language Arts and Mathematics, the District will fund an Educational Technology STEAM Coordinator to support the intentional integration of technology into core instruction. This position will focus on increasing student engagement, improving academic outcomes, and addressing chronic absenteeism through innovative, standards-aligned instructional strategies. Research demonstrates that high-engagement instructional practices and meaningful integration of technology increase student participation, motivation, and academic achievement. By strengthening instructional delivery and increasing relevance, this action supports both academic recovery and improved attendance outcomes. This action will be monitored by Metric 1.1 ELA, 1.2 Math and 2.3 Chronic Absenteeism. Funding through: Learning Recovery Emergency Block Grant $225,000		
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 supplemental academic materials in core subjects to support the 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 of 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	$8,745,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 supports in core subjects Funding through: LCFF Supplemental/Concentration $6,705,266 Learning Recovery Emergency Block Grant $2,040,595		
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 supports include: 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 ensures that students receive full credit for their effort as it relates to graduation credits and A-G attainment. This eliminates the barriers for our unduplicated students to attend post-secondary schooling. Funding through: LCFF Supplemental/Concentration $1,072,010 LCFF $20,000	$1,092,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 implementation of CTE classes and pathways. b. 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. c. For grades 7 - 12, implement, expand, monitor and support high yield, high wage, high growth CTE pathways in all industry sectors including: PLTW at Corona High School, and Gateway at Auburndale Intermediate School and Cesar Chavez Academy; and the Health Science Pathways at Auburndale and River Heights Intermediate Schools, and Cesar Chavez Academy. Purchase CTE capital outlay, CTE equipment, CTE supplies, and CTE materials for all industry sectors. d. CTE student leadership-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 $2,435,697 CTEIG, Perkins, AGIG, and K12SWP $ 1,863,125	$4,298,822.00	Yes
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 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. Research consistently demonstrates that credit accumulation is	$4,972,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		one of the strongest predictors of high school graduation. The Chicago Consortium on School Research found that students who successfully earn sufficient credits during ninth grade are substantially more likely to graduate on time, while students who fall behind early are at significantly greater risk of dropping out. Their research identified course failure and insufficient credit accumulation as critical early warning indicators requiring immediate intervention. This action will be monitored by Metric 1.11 Graduation Rate. a. Winter and Summer School b. Credit recovery (during the day and centralized) 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 $3,472,231 Learning Recovery Emergency Block Grant $1,500,000		

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 the tools, resources, and support they need to manage mental health challenges. Our mission is to provide 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 rate 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 who have overall red indicators for suspension and 5 schools who have 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. In 2025, CNUSD had 3 student groups with red indicators for chronic absenteeism and 1 student group with a red indicator for suspension. In 2025, CNUSD had red indicators in Chronic Absenteeism for 16 schools and 20 schools for suspension. Two schools had overall red indicators for suspension and six 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 of 94.5%, 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 LCAP Parent Survey Percentage of parents involved in any site activities out of all parents who responded to 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 "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 (2026) Overall - 94.5% English Learner- 91.4% Foster - not available Students with exceptional needs - 96.5% By School Level: Elementary: 96% Intermediate: 95.3 % High: 91.3 %	Parental Involvement Goal - Maintain 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 in Parental Involvement Overall - +11.5% English Learner +13.46% Foster - not available Students with exceptional needs - +13.8% By School Level: Elementary: +8.3% Intermediate: +10.6% High: +21.1%
M 2.2	Priority 5 K-12 Attendance Rate Q SIS	2022-2023 93.74%	2023-2024 94.40%	2024-2025 94.41%	2026-2027 96.74	Change in Attendance Rate +0.67%
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%	2024-2025 CNUSD: All Student Groups Data * All: 12.4%	2026-2027 Goals - Decrease by 3% a year to 5% chronic absenteeism or less.	Change in percent of students who are chronically absent (negative is desired) * All: -7.6%

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)	* English Learner(EL): 11.9% * Foster Youth: 26.8% * Homeless: 32.8% * Socioeconomically Disadvantaged: 15% * Students with Disabilities: 20.1% * Black/African American: 20.1% * American Indian: 17.2% * Asian: 4.6% * Filipino: 3.9% * Hispanic: 14.8% * Pacific Islanders: 24.5% * White:11% * Multiple Race: 12% (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)	* English Learner (EL): -10% * Foster Youth: +3% * Homeless: -4% * Socioeconomically Disadvantaged: -8.2% * Students with Disabilities: -8.0% * Black/African American: -2.7% * American Indian: -9.0% * Asian: -5.0% * Filipino: -6.6% * Hispanic: -8.8% * Pacific Islanders: -11.4% * White:-6.6% * Multiple Race: -9.2%

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	2024-2025 CNUSD: *All - 2	2025-2026 Goal - Zero Middle School Dropouts	Change in Middle School Dropouts +1
M 2.5	Priority 5 High School Dropout Rate Source: Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts	2022-2023 High School Dropout Rate 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 High School Dropout Rate 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%	2024-2025 High School Dropout Rate CNUSD * All: 68 = 1.6% * Hispanic: 43 =1.9% * English Learners: 30 = 5.8% * Foster: 4= 14.3% * Homeless: 8 = 6.8% * SED: 57 = 1.5% (DataQuest 4 Year Cohort Outcomes Report)	2025 -2026 Goals - Decrease dropout rate to below 1% for all student groups	Change in High School Dropout Rate for 2023-2025 (negative is desired) * All: -0.2% * Hispanic: -0.5% * English Learners: 1.5% * Foster: +4.5% * Homeless: +2.3% * SED: -0.5%
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%	2024-2025 CNUSD: All Student Groups Data * All: 4.2% * English Learner(EL): 5.6% * Foster Youth: 14.8%	2025-2026 CNUSD: All Student Groups Data * All: 3.2% * English Learner(EL): 4.2% * Foster Youth: 15.4%	2025-2026 Goal: Decrease suspensions to: Overall - less than 4% Elementary - less than 3% Secondary - less than 5%	Change in Pupil Suspension Rate CNUSD: All Student Groups Data * All: -1.5% * English Learner (EL): -2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged: 5.6% * Students with Disabilities: 8.1% * 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)	* Homeless: 10.9% * Socioeconomically Disadvantaged: 4.8% * 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)	* Homeless: 8.1% * Socioeconomically Disadvantaged: 3.8% * Students with Disabilities: 5.8% * Black/African American: 6.8% * American Indian: 4.0% * Asian: 1.6% * Filipino: 1.4% * Hispanic: 3.5% * Pacific Islanders: 4.0% * White: 2.7% * Multiple Race: 3.1% Count of: Elementary over 3% = 8 Secondary over 5% = 6 (Data Source: CA Dataquest)		* Foster Youth: -0.4% * Homeless: -0.2% * Socioeconomically Disadvantaged: -1.8% * Students with Disabilities: -2.3% * Black/African American: -1.0% * American Indian: -2.0% * Asian: -0.3% * Filipino: -0.5% * Hispanic: -2.1% * Pacific Islanders: -2.4% * White: -1.2% * Multiple Race: -0.6% Count of: Elementary over 3%: -7 Secondary over 5%: -4
M 2.7	Priority 6 Pupil Expulsion Rate	2022-2023 DataQuest CNUSD: All Student Groups Data * All: 0.2%	2023-2024 DataQuest	2024-2025 DataQuest	2025-2026 DataQuest CNUSD: Decrease and maintain	Change in Expulsion Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dataquest Expulsion Rate	* English Learner (EL): 0.3% * Foster Youth: 0.8% * Homeless:0.2 % * 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%	CNUSD: All Student Groups Data * All: 0.2% * English Learner(EL): 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%	CNUSD: All Student Groups Data * All: 0.1% * English Learner(EL): 0.1% * Foster Youth: 0.8% * Homeless: 0.5% * Socioeconomically Disadvantaged: 0.1% * Students with Disabilities: 0.2% * Black/African American:0.2% * Filipino:0.1% * Hispanic:0.1% * White: 0.1% * Multiple Race: 0.0%	expulsion rates lower than the county and state average.	CNUSD: All Student Groups Data * All: -0.1% * English Learner (EL): -0.2% * Foster Youth: 0% * Homeless: +0.3.% * Socioeconomically Disadvantaged: +0.2% * Students with Disabilities: -0.1% * Black/African American:-0.1% * Filipino:0% * Hispanic:-0.1% * White: 0% * Multiple Race: -.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%	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%	2025 CHKS School Connectedness: Gr 5 - 78% Gr 7: 68% Gr 9: 64% Gr: 11: 61% Caring Adults in School Gr. 5: 74% Gr. 7: 62% Gr. 9: 55%	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%	Change in CHKS data: School Connectedness: Gr 5 - +4% Gr 7: +6% Gr 9: +6% Gr: 11: +6% Caring Adults in School Gr. 5: +4 Gr. 7: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Motivation: Gr: 5: 86% Gr: 7: 67% Gr: 9 63% Gr: 11: 61% 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. 11: 54% Academic Motivation: Gr: 5: 86% Gr: 7: 67% 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%	Gr. 11: 59% Academic Motivation: Gr: 5: 85% Gr: 7: 70% Gr: 9 66% Gr: 11: 62% Chronic Sad/Hopeless: Gr 7 - 26% Gr 9 - 27% Gr: 11 - 27% Safe or Very Safe/ Most or All the time Gr 5: 85% Gr 7: 73% Gr 9: 71% Gr 11: 70%	Gr. 7: 58% Gr. 9: 55% Gr. 11: 59% Academic Motivation 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. 9: +3% Gr. 11: +4% Academic Motivation: Gr: 5: -1% Gr: 7: +3% Gr: 9 +3% Gr: 11: +1% Chronic Sad/Hopeless: Gr 7: -4% Gr 9: -3% Gr: 11: -6% Safe or Very Safe/ Most or All the time Gr 5: +5% Gr 7: +10% Gr 9: +12% Gr 11: +9%

Goal Analysis [2025-26]

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 2.1: MTSS Behavioral and Social Emotional Tier 1 Supports
Implementation: This action was largely implemented as planned. All Tier 1 MTSS staffing positions were filled, including the Coordinator, six TSAs, and one Paraeducator on Special Assignment. TSAs provided classified and certificated professional development, classroom coaching, PLC support, and administrator training. By end of year, TSAs had provided 601 coaching supports across sites. The Wellness Summit was also planned and scheduled for April 17, 2026.

Challenge: Site-level PLC priorities limited consistency of Tier 1 team meetings at some sites, which impacted the ability of TSAs to support all schools with the same level of consistency.

The Wellness Summit was a success and provided mental health strategies and supports to 1000 freshman in CNUSD. There is a future interest in expanding wellness activities more broadly to offer mental health strategies and supports to all students across the district.

Successes: The action supported broad implementation of Tier 1 systems. CNUSD had 24 schools at PBIS fidelity for two consecutive years, with 23 of the 24 at Gold status for Tier 1 and Tier 2 fidelity.

Expulsion data shows a decline: 49 in 2023-24, to 37 in 2024-25, to 15 in 2025-26.

Action 2.2: MTSS Behavioral and Social Emotional Tier 2 Supports
Implementation: This action was implemented through Academic Saturday School and mentoring programs. Academic Saturday School was implemented at 15 secondary schools and was fully implemented according to the monitoring tool.

Rescue a Generation was offered at all comprehensive and alternative high schools, as well as five intermediate schools, providing Tier 2 Success Clubs and Tier 3 one-to-one mentoring.

Students who participate in STEPS show a reduction in negative behaviors, increase GPA, reading and math scores as well. Parents have reported that students are happier at school and communicate better. School staff see better social skills and more friends and better overall behavior.

Challenge: Tier 2 implementation was impacted by limited aide hours for STEPS employees, which reduced the ability to provide group coverage consistently. Peer mentoring was also affected by inconsistent student attendance.

Successes: Academic Saturday School provided attendance recovery, intervention, and nicotine intervention supports for secondary students.

Rescue a Generation served 202 students, with 144 students completing enough sessions to participate in the end-of-semester celebration, and 42 students participating in Tier 3 one-to-one mentoring.

Action 2.3: MTSS Behavioral and Social Emotional Tier 3 Supports
Implementation: This action was implemented through Registered Behavior Technicians, social workers, Care Solace, and Gaggle. CNUSD maintained 17 RBTs for the second consecutive year to support elementary students in crisis, with BCBA support. The district also maintained two social workers and implemented Care Solace as a mental health referral support for families. Gaggle was implemented at all sites for students in grades 6-12.

Challenge: While RBT staffing remained stable, varying site readiness and systems led to differences in implementation. Social worker support was positive, but the monitoring tool notes that the workload is increasing and difficult to manage with only 2 social workers. There continues to be a need for social worker support across the district at all grade levels.

Successes: Tier 3 supports reached students and families with significant needs. RBTs supported 30 students with extreme behaviors, and social workers served 86 families through MTSS Tier 3 supports. Gaggle was also fully implemented for grades 6-12, and Care Solace was used by counselors to refer families to mental health support.

Action 2.4: Comprehensive Counseling Services
Implementation: This action was implemented as planned. Every elementary school had a dedicated counselor, every intermediate school had a second counselor, and each high school had a counselor dedicated to Tier 3 personal-social supports. A Counseling Coordinator was also in place to support consistency in the districtwide counseling program.

Challenge: Although counseling services were expanded, counselor-to-student ratios remain uneven. The monitoring tool notes that some larger elementary schools continue to exceed recommended ratios and may need additional support.

Successes: Counseling services were fully staffed and implemented across all levels. Counselors supported academic, chronic absenteeism, and behavior-focused small group interventions for students with the greatest needs.

Action 2.5: Health and Wellness
Implementation: This action was fully implemented. All 18 positions were staffed, and all school sites had a six-hour health clerk. The monitoring tool notes that just over 700 health procedures per month were covered.

Challenge: Health needs continue to require consistent coverage throughout the school day, especially during lunch and after lunch. The district plans to continue supporting the additional health clerk hours to maintain service levels.

Successes: Additional health clerk hours allowed students to receive more prompt attention and reduced the need for other office staff to cover health needs.

Action 2.6: Elementary Connection to School
Implementation: This action was implemented through expanded elementary Visual and Performing Arts staffing. The LCAP identifies nine VAPA teachers to provide standards-aligned visual arts, performing arts, and music lessons for all grade 4-6 students districtwide. Monitoring indicates that expanded VAPA staffing was largely successful, with 88.8% of allocated funds expended during monitoring and 90.51% expended by year end.

Challenge: Implementation varied by site. The LCAP notes that staffing shortages and supply chain issues created implementation challenges. The monitoring tool also recommends stronger site-level data collection, more professional development for VAPA staff and classroom teachers, and more structured feedback from students, staff, and families.

Successes: Expanded VAPA staffing increased access to standards-aligned arts instruction across elementary sites and created program structures to support continued expansion and sustainability.

Action 2.7: Secondary Connection to School
Implementation: This action was implemented through secondary connection-to-school supports, including Puente/Umoja and athletics. The LCAP identifies this action as principally directed toward unduplicated students to strengthen school connectedness and belonging. Athletics funding was allocated to comprehensive high schools to increase opportunities for foster youth, English learners, and socioeconomically disadvantaged students to participate in school sports programs.

Challenge: Implementation was affected by rising transportation costs and limited bus availability, which created barriers for athletics and Unified Sports participation. Programs such as Umoja, UNITY, and athletics also faced challenges related to inconsistent availability and access to professional development and articulation with higher education.

Successes: Programs such as Umoja, UNITY, athletics, and related student engagement supports strengthened school connectedness for secondary students.

Action 2.8: Academic and SEL Support for CNUSD Families and Students
Implementation: This action was implemented through SART/SARB and CNUSD C.A.R.E. Hubs. SARB met twice per month to reengage students and connect families with supports such as community-based mental health services, social work support, transportation assistance, and basic needs resources. C.A.R.E. Hubs were implemented at all comprehensive high schools to provide Tier 1 and Tier 2 family supports.

Challenge: Chronic absenteeism remains a continued area of need, especially for students and families with complex barriers to attendance. The district continues to need coordinated supports that address transportation, basic needs, mental health, and family engagement.

Successes: SARB served 73 students year to date, with 57% demonstrating improved average daily attendance and adequate progress, and 57% not referred to the District Attorney due to successful intervention. C.A.R.E. Hubs built pantries, school supply supports, clothing closets, pre-enrollment supports, parenting classes, holiday support for families, and a mobile pantry rotating through four high schools.

Action 2.9: Communication and Engagement of the CNUSD Community
Implementation: This action was implemented to support district communication, family engagement, and two-way communication between the district, school sites, families, students, staff, and the broader community. The District implemented CARE HUBs at each comprehensive high school to increase support across the district.

Challenge: Engagement remains inconsistent across school sites and language groups. The LCAP identifies the need to refine family engagement through more culturally responsive outreach and increased bilingual support.

Successes: Communication and engagement structures continued to support families and the community. The C.A.R.E. HUBS remain a strong resource for the district and will continue to provide supports to families throughout the district.

Action 2.10: Student Safety
Implementation: This action was fully implemented districtwide. School Resource Officers were deployed to all high school campuses, with additional shared coverage for elementary and intermediate sites. Uniformed Security Attendants were also deployed to all school sites to support safety, supervision, and a positive school climate.

Challenge: The monitoring tool identifies a need for more consistent supervision, training, role clarity, uniforms, equipment support, and procedures for security staff. It recommends considering Security Attendant II lead positions at each high school and Security Attendant Supervisor positions to support the 118 Security Attendants.

Successes: SROs and Security Attendants supported safer campus environments through visible presence, preventative actions, risk mitigation, student behavior monitoring, incident reporting, and timely response to threats or criminal incidents.

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 Local Control Funding Formula (LCFF) funds generated by unduplicated pupils must be carried over and used to increase or improve services for those students in subsequent years. CNUSD had unspent funds from the 2024-25 school year due to factors such as staffing vacancies, timing of expenditures, and program implementation delays. These funds are not returned or redirected to non-contributing activities; rather, they are required to be carried forward and allocated to future contributing actions and services that support English learners, foster youth, and low-income students.

The carryover funds from 2024-25 have been incorporated into the 2025-26 budget and will continue to be expended through contributing actions designed to increase and improve services for unduplicated pupils. These carryover amounts are reflected in the 2025-26 Annual Update Tables included with the 2026-27 Local Control and Accountability Plan and contribute to CNUSD’s ability to meet or exceed the required proportionality percentage.

CNUSD defines a material difference as a variance greater than 20 percent between budgeted expenditures and estimated actual expenditures. Material differences attributable to the allocation of carryover funds, program expansion, increased participation, salary and benefit adjustments, or full implementation of services are noted below. The amounts listed represent carryover funds that have been allocated to these actions for future expenditures:

Action 2.3 MTSS Behavioral and Social Emotional Tier 3 Supports - Approximately $1,372,536 in carryover funds has been allocated to this action for future expenditures.

Action 2.4 Comprehensive Counseling - Approximately $3,264,008 in carryover funds has been allocated to this action for future expenditures.

Action 2.5 Health and Wellness - Approximately $1,546,235 in carryover funds has been allocated to this action for future expenditures.

Action 2.6 Elementary Connection to School - Approximately $1,182,785 in carryover funds has been allocated to this action for future expenditures.

Action 2.7 Secondary Connection to School (sense of belonging) - Approximately $789,319 in carryover funds has been allocated to this action for future expenditures.

Action 2.8 Academic and SEL support for CNUSD families and students - CNUSD C.A.R.E. Hubs - Approximately $697,626 in carryover funds has been allocated to this action for future expenditures.

Action 2.9 Communications and Engagement - Approximately $264,753 in carryover funds has been allocated to this action for future expenditures.

Action 2.10 Student Safety - Approximately $3,199,362 in carryover funds has been allocated to this action for future expenditures.

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 2 (Student Safety and Well Being) actions have been effective in making progress toward the goal, and many work together towards the goal, making it difficult to determine the effects of a single action.

Action 2.1: MTSS Behavioral and Social Emotional Tier 1 Supports
This action has been effective. Tier 1 staffing and coaching supported schoolwide MTSS/PBIS systems, with 24 schools at PBIS fidelity for two consecutive years. Of those, 23 of 24 schools earned Gold status, reflecting fidelity in Tier 1 and Tier 2 systems. TSAs also provided 601 coaching supports across sites. Discipline data show a strong reduction suspensions which decreased to 3.2% for all students, a -1.5% improvement from baseline. English Learners decreased to 4.2% (-2.3%), Students with Disabilities decreased to 5.8% (-2.3%), and Socioeconomically Disadvantaged students decreased to 3.8% (-1.8%). Chronic absenteeism decreased to 12.4% for all students, a -7.6% improvement from baseline, English Learners improved to 11.9% chronic absenteeism, a -10% change, and Socioeconomically Disadvantaged students improved to 15%, a -8.2% change. This action will continue. The data show positive implementation and reductions in discipline, though continued work is needed to expand deeper Tier 3 fidelity across more schools.

Action 2.2: MTSS Behavioral and Social Emotional Tier 2 Supports
This action appears effective, particularly through Rescue a Generation and Academic Saturday School. Rescue a Generation served 202 students, with 144 students completing enough sessions to participate in the end-of-semester celebration. At year end, 42 students participated in Tier 3 one-to-one mentoring, and students showed growth in 7 of 10 curriculum objectives, with the greatest growth in responding positively to difficult challenges and managing anxiety and stress. School connectedness increased from baseline by +4% in Grade 5, +6% in Grade 7, +6% in Grade 9, and +6% in Grade 11. Feelings of safety also improved by +5% in Grade 5, +10% in Grade 7,

+12% in Grade 9, and +9% in Grade 11. Also, High School Dropout Rate, the overall dropout rate improved to 1.6%, a -0.2% decrease from baseline.

The action is effective for students who participate consistently. However, effectiveness is limited when student attendance is inconsistent or when staffing hours restrict Tier 2 group coverage. The action is less effective for Foster Youth and English Learners within the dropout data. Foster Youth dropout rate increased to 14.3%, a +4.5% increase from baseline, and English Learners increased to 5.8%, a +1.5% increase from baseline.

Action 2.3: MTSS Behavioral and Social Emotional Tier 3 Supports
This action is effective for students with significant behavioral, mental health, or crisis needs, but implementation varies by site. CNUSD maintained 17 Registered Behavior Technicians for the second year in a row and supported 30 students with extreme behaviors. By year end, 72% of supported students had completed the process for special education support, and 53% were TK-1 students who enrolled without prior services. All supported students showed a significant reduction in time out of class.

Social worker services also show need and value. Two social workers served 86 families through Tier 3 MTSS supports and supported students and families involved in the SARB process. Gaggle risk incidents also declined from 2,451 total incidents in 2023-24, to 2,377 in 2024-25, to 1,495 year-to-date in 2025-26.

Expulsion Rate, the Year 2 outcome also shows improvement overall. The expulsion rate for all students decreased to 0.1%, a -0.1% change from baseline. English Learners decreased to 0.1%, a -0.2% change, and Students with Disabilities decreased to 0.2%, a -0.1% change. Suspensions decreased for most groups as well. All students improved to 3.2%, a -1.5% change from baseline. English Learners improved to 4.2% (-2.3%), Students with Disabilities improved to 5.8% (-2.3%), and Socioeconomically Disadvantaged students improved to 3.8% (-1.8%). Local Climate Survey, student-reported safety improved at all grade levels, including 85% in Grade 5, 73% in Grade 7, 71% in Grade 9, and 70% in Grade 11, with gains from baseline ranging from +5% to +12%.

This action should continue, with attention to staffing capacity and clearer integration of Tier 3 behavioral supports into school site systems.

Action 2.4: Comprehensive Counseling Services
This action is effective and should continue. Every elementary school has a dedicated counselor, every intermediate school has a second counselor, and each high school has a counselor dedicated to Tier 3 personal-social supports. Counselors provide targeted academic, chronic absenteeism, and behavior-focused small group interventions for students with the greatest needs. The data on Suspension, Expulsions and School Safety also support the effectiveness of counseling support within CNUSD schools.

The action is effective in expanding access to school-based support, but larger elementary schools remain a concern because counselor-to-student ratios exceed recommended levels. Continued monitoring is needed to determine where additional counselor support is most needed.

Action 2.5: Health and Wellness

This action is effective. All 18 health positions were staffed, and all school sites had a six-hour health clerk. Health clerks covered just over 700 procedures per month, allowing students to receive more timely attention and reducing the need for other office staff to cover health needs.

K–12 Attendance Rate, Year 2 attendance was 94.41%, a +0.67% increase from baseline. Chronic Absenteeism declined as desired, with all students improved to 12.4%, a -7.6% change from baseline. Student groups also improved, including English Learners at 11.9% (-10%), Homeless students at 32.8% (-4%), Students with Disabilities at 20.1% (-8.0%), and Socioeconomically Disadvantaged students at 15% (-8.2%). High school dropout rate also declined.

This level of coverage supported attendance for students with health needs because care and support were more consistently available during the school day. The action should continue, especially given the connection between health needs, chronic absenteeism, and access to school.

Action 2.6: Elementary Connection to School / VAPA
This action has been effective. Expanded elementary VAPA staffing through Prop 28 funds increased access to standards-aligned arts instruction across elementary sites. Students had increased opportunities for arts engagement and school connection.

Effectiveness data show positive impact on student engagement and connection to school at sites receiving expanded VAPA services. Grade 5 school connectedness was 78% in Year 2, a +4% increase from baseline. Grade 5 students reporting caring adults in school increased to 74%, also a +4% increase. Grade 5 students reporting feeling safe or very safe increased to 85%, a +5% increase from baseline. All-student chronic absenteeism improved to 12.4%, a -7.6% decrease from baseline. This suggests that efforts designed to increase connection to school are aligned with improved attendance and student belonging.

Action 2.7: Secondary Connection to School
This action appears effective. The action supports student belonging through programs such as Puente/Umoja and athletics. Athletics funding was used to increase access to team competition, especially for foster youth, English learners, and socioeconomically disadvantaged students.

Secondary students reported stronger school connectedness. Grade 7 school connectedness increased to 68%, a +6% change from baseline; Grade 9 increased to 64%, a +6% change; and Grade 11 increased to 61%, also a +6% change. Students reporting feeling safe or very safe also increased: Grade 7 was 73% (+10%), Grade 9 was 71% (+12%), and Grade 11 was 70% (+9%).

Student-athletes were suspended at a rate nearly 50% less than non-athletes. Attendance outcomes are equally compelling: athletes averaged a 4.14% absence rate (within the Satisfactory threshold), while non-athletes averaged 7.08% (At Risk), a difference equivalent to approximately five additional school days per year. Most significantly for LCAP reporting, only 7.25% of athletes reached the chronic absenteeism, compared to 16.4% of non-athletes a 55% reduction and the most severe absenteeism tier (50%+ absent) was virtually nonexistent among athletes at 0.05%, versus 2.0% districtwide among non-athletes. Across a cohort of 4,154 student-athletes spanning 30+ sports at all nine CNUSD high schools, these outcomes confirm that LCAP investment in athletics is producing measurable, district-wide improvements in student engagement and school climate.

Action 2.8: Academic and SEL Support for CNUSD Families and Students
This action is effective in supporting family needs, attendance intervention, and school connection. C.A.R.E. Hubs were implemented at comprehensive high schools and provided pantries, school supplies, clothing closets, pre-enrollment support, parenting classes, holiday meals and gifts, family engagement presentations, and a mobile pantry rotating through four high schools every Saturday.

This action aligns to districtwide attendance needs. Districtwide chronic absenteeism declined from 20% in 2023 to 12.6% in 2024, and the LCAP cites an overall 7.4% decrease in chronic absenteeism, including 8.5% for English learners and 8.9% for socioeconomically disadvantaged students.

The action should continue, but more targeted support is needed for student groups with persistent attendance concerns. Foster Youth chronic absenteeism remained very high at 26.8% in the 2025 Dashboard, even though it decreased by 1.0%. Homeless Youth chronic absenteeism was also very high at 32.8%, despite a 3.8% significant decrease.

Action 2.9: Communication and Engagement of the CNUSD Community
This action has been supportive and will continue. Effectiveness is reflected indirectly through broader engagement and support systems, including family engagement efforts through C.A.R.E. Hubs and ongoing communication structures.

Parent involvement, directly aligned to communication about school events and opportunities, increased to 94.5% overall in the Year 2 outcome, a +11.5% increase from baseline. English Learner parent involvement increased to 91.4%, a +13.46% increase. Parents of students with exceptional needs increased to 96.5%, a +13.8% increase. By level, elementary increased to 96% (+8.3%), intermediate increased to 95.3% (+10.6%), and high school increased to 91.3% (+21.1%).

Action 2.10: Student Safety
This action has been effective and will continue with refinement. School Resource Officers were fully implemented districtwide, deployed to all high school campuses, and provided shared coverage for elementary and intermediate schools. SROs provided faster response to threats and criminal incidents and strengthened the connection between schools and public safety agencies.

Suspension Rate, all students decreased to 3.2%, a -1.5% change from baseline. The number of elementary schools over 3% suspension decreased by 7, and the number of secondary schools over 5% suspension decreased by 4. English Learners improved by -2.3%, Students with Disabilities improved by -2.3%, Hispanic students improved by -2.1%, and Socioeconomically Disadvantaged students improved by -1.8%. Expulsion Rate, all students decreased to 0.1%, a -0.1% change from baseline. English Learners also decreased by -0.2%, and Students with Disabilities decreased by -0.1%. Students report feeling safe improved at every measured grade level: Grade 5 increased to 85% (+5%), Grade 7 increased to 73% (+10%), Grade 9 increased to 71% (+12%), and Grade 11 increased to 70% (+9%).

The action is less effective for Foster Youth and Homeless students. Foster Youth suspension remained high at 15.4%, only -0.4% from baseline, and Homeless suspension was 8.1%, only -0.2% from baseline. Foster Youth expulsion remained unchanged from baseline at 0.8%, and Homeless expulsion increased to 0.5%, a +0.3% increase.

Uniformed Security Attendants were also fully implemented districtwide and deployed to all school sites to support positive school climate, preventative security, risk prevention, student behavior monitoring, and student mentoring. The action supports safer campus conditions, but refinement is needed.

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.

For 2026-27, CNUSD will maintain the overall Goal 2 structure and focus, with a focus on our Foster Youth and Long-Term English Learners to decrease the academic gap that exists.

Action 2.3: Funding has been increased to provide additional Tier 3 supports for at risk students at the intermediate level.
Action 2.7: Tutoring for students in Umoja will be funded through LREBG funds.
Action 2.8: To increase accessibility and bring services directly to local communities, the supports previously centralized at the CNUSD Parent Center have been decentralized. These services are now embedded within each of the five comprehensive high school campuses, serving families within their respective school feeder patterns. Reflecting this shift to a localized model, the program has been renamed C.A.R.E. Hubs. Learning Recovery dollars will be used to fund EveryDay Labs to strengthen monitoring of student attendance.

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 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 1Behavioral 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). a. Staff includes a Coordinator, 6 Teachers on Special Assignment (TSAs), and 1 Paraeducator on Special Assignment (PSA).	$20,612,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental/Concentration $1,356,493 b. Additional assistant principals to provide Tier 1 support to school sites. Funding through: LCFF Supplemental/Concentration $5,164,644 LCFF $13,731,245 c. Wellness Summit Funding through: Learning Recovery Emergency Block Grant $360,281 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 $1,034,419 c. Peer Mentoring - Rescue a Generation	$1,834,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: Learning Recovery Emergency Block Grant $800,000 Mentoring relationships provides 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 d. Provide targeted opportunities for Intermediate students through smaller class environments and intensive supports, for a short duration intervention designed to address significant academic, behavioral and engagement needs. Funding through: LCFF Supplemental/Concentration $4,705,679 d. Wellness Together School-based Therapy Psychologist 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., 2.8	$6,475,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding Through: Learning Recovery Emergency Block Grant $1,769,618		
2.4	Comprehensive Counseling Services	Comprehensive Counseling that works with students academic as well as social-emotional needs is a hallmark to 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 supports for our students most in need. a. Counselors- Increase student engagement, equity, academic readiness, social/emotional wellness, and promote healthy behavioral expectations by providing comprehensive TK-12 counselors, including a counselor for each elementary school for a consistent student experience. Funding through: LCFF Supplemental/Concentration $11,166,090	$11,166,090.00	Yes
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 $1,466,424 LCFF Supplemental/Concentration $1,344,439 b. Additional Health Supports Funding through: LCFF Supplemental/Concentration $1,584,948	$4,395,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 out elementary students gain connection to school can be through the Visual and Performing Arts. This action/service aims to provide 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 are provide 4-6 teachers with release time for planning, lesson preparation, and collaboration with colleagues to refine instructional practices to increase student achievement. By offering students these enrichment opportunities, students are more engaged and are given a well-rounded education. Funding through: LCFF $854,122 LCFF Supplemental and Concentration $1,639,120	$2,493,242.00	Yes
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, teaming of students with teachers who receive additional specialized training around student motivation and engagement strategies. LREBG funds will support targeted tutoring services for Umoja students to improve course completion, academic achievement, persistence, and transfer readiness. Research demonstrates that tutoring is among the most effective evidence-based interventions for increasing student success, particularly when provided consistently and integrated with broader student support systems. This action will be monitored through M1.1, M1.2, M.11.	$1,152,827.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental and Concentration $47,000 Learning Recovery Emergency Block Grant $30,000 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 $182,206 c. Athletics- Providing opportunities for students to participate in athletics Funding through: LCFF Supplemental and Concentration $893,621		
2.8	Academic and SEL support for CNUSD families and students - CNUSD C.A.R.E. Hubs	As part of our MTSS, we know that engaging our parents is a meaningful way to increase both student achievement and social emotional wellness. As such, our CNUSD C.A.R.E. Hubs, located on each of the comprehensive High School campuses, work to identify needs within our community and develop trainings, 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. 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. Everyday Labs: District data indicates that while overall chronic absenteeism rates have declined, chronic absenteeism among foster youth continues to increase. Foster youth often experience unique barriers to consistent school attendance, including placement instability, transportation challenges, trauma, health needs, and disruptions in school continuity. As a result, the District is investing in EveryDay Labs to strengthen early identification, monitoring, and intervention systems	$1,293,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to improve attendance outcomes for students with the greatest needs. Research supports the effectiveness of the EveryDay Labs approach in reducing chronic absenteeism. Johns Hopkins University's Evidence for ESSA rates the EveryDay Intervention as having "Strong Evidence" based on multiple randomized controlled trials involving more than 38,000 students. Studies found statistically significant reductions in student absences through personalized attendance communications and targeted outreach to families. This action will be monitored through M 2.2 Attendance and 2.3 Chronic Absenteeism. Funding through: Learning Recovery Emergency Block Grant $225,000 c. Maintain and staff the CNUSD C.A.R.E. Hubs to provide both academic and social emotional supports for students and their families Funding through: LCFF Supplemental/Concentration $1,048,856 d. 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 $10,000		
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 $872,199 LCFF $338,844	$1,211,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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 $8,278,834	$8,278,834.00	Yes

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. 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: 97.9% *Clear 93.3% * Out of Field - 1.7% * Intern - 0.2% *Incomplete - 4.4%	2024-2025 Dataquests TAMO Data Not Yet Released	2025 Dataquest TAMO Goals: Maintain 95% or higher Teachers with a teaching credential (Clear and Out of Field)	Change in Teacher Assignment Overall Clear/In Progress: +3.3%
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	2025 Williams 0 Unresolved issues of students missing instructional materials	2026 Williams Goal: Maintain 100% access to core materials for all students/ 0 unresolved issues	Change in access to core: No change - 100% students with access
M 3.3	Priority 1 Facilities in good repair Source: FIT report: Local Indicator	2023 FIT Report 100% Schools with Good or Exemplary rating	2024 FIT Report 94% Schools with Good or Exemplary rating	2025 FIT Reports 94% Schools with Good or Exemplary rating	2026 FIT Report Goal: Maintain Good or higher rating for all schools.	Change in Facility Ratings -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 History/SS - 3.0 3. Policy & Program Support (ie: collaborative time,	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 and Sustainability 1. Professional Learning ELA - 4 ELD - 3 Math - 3 NGSS Sci - 3 History/SS - 3 2. Instructional Materials ELA - 4 ELD - 4 Math - 4 NGSS Sci - 3 History/SS - 2	2026 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 and Sustainability 1. Professional Learning ELA - 4 ELD - 4 Math - 4 NGSS Sci - 3 History/SS - 3 2. Instructional Materials ELA - 4 ELD - 4 Math - 4 NGSS Sci - 3 History/SS - 3	2026 All indicators at full implementation or full implementation & sustainability	Changes in Local Indicators Rating from 2023: 1. Professional Learning ELA: same ELD: +1 Math: +1 NGSS Sci: same History/SS: same 2. Instructional Materials ELA: same ELD: same Math: same NGSS Sci: same History/SS: same 3. Policy and Program Support (ie: collaborative time, classroom walkthroughs, teacher pairing) ELA - same ELD - same Math - same NGSS Sci: -1 History/SS: -2 4. Academic Standards CTE: same Health: same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	3. Policy and Program Support (ie: 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	3. Policy and Program Support (ie: collaborative time, classroom walkthroughs, teacher pairing) ELA - 4 ELD - 4 Math - 4 NGSS Sci - 3 History/SS - 2 4. Academic Standards CTE - 4 Health - 4 PE - 4 VAPA - 4 World Language - 4 5. Engaging teachers and leaders about professional learning and support needs 4		PE: same VAPA: same World Language: same 5. Engaging teachers and leaders about professional learning and support needs: +1
M 3.5	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI)	2023 ELPI CNUSD: *All: 49.5%	2024 ELPI CNUSD: *All: 50.1% *LTEL: 52%	2025 ELPI CNUSD *All: 48.4% *LTEL: 49%	2026 ELPI Goal - CNUSD overall 55% of EL students making progress on ELPI; Growth of 6-10% at every site.	Change in EL Progress: CNUSD All: -1.1% LTEL: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard					
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%	2024-2025 CNUSD: 18.25%	2025 - 2026 Goal - Maintain a 15-20% reclassification rate	Change in Reclassification Rate: -2.75%
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 2026 Data All: 69.21% Foster: NA% EL: 76.56% SPED: 69.19%	Spring 2027 Data Goal: Parent perception of Quality Programs meets a minimum of 80% for all parents and parent groups.	Change in Perception of Programs All: -5.19% Foster: NA EL: -2.84% SPED: -9.41%
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 2026 Data Academic Success due to programs: 84.9% Social Emotional Success due to programs: 75.5%	Spring 2027 Data Goal: Increase student perception of support from programs to 75%	Change in perception of success: Academic Success due to programs: +15.7% Social Emotional Success due to programs: +20.4%
M 3.9	Priority 7 Percent of CCI Prepared Students meeting requirements through	2023 All: 15.6% EL: 24.7% SED: 17.7%	2024 All: 15.6% EL: 23.5% SED: 16.9%	2025 All: 18.9% EL: 17.6% SED: 19.6%	2026 Goal: Increase Seal of Biliteracy contribution to CCI	Change in percent CCI Prepared Students meeting requirements through Seal of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Seal of Biliteracy within 4 year cohort Source: CA Dashboard	FO: 33% HO: 23%	FO: 0% HO: 13.6%	FO: 20% HO: 16.7%	prepared to 25% for all students and increase EL to 40%	Biliteracy with 4 year cohort All: +3.3% EL: -7.1% SED: +1.9% FO: -13% HO: -6.3%

Goal Analysis [2025-26]

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 3.1: Access to Standards-Aligned Instructional Materials - Core
Implementation: This action was implemented as planned. CNUSD maintained student access to core textbooks and instructional materials, with the Williams report showing 0 unresolved issues of students missing instructional materials. Maintenance and Operations also continued supporting school facilities to keep campuses safe and in good repair.

Challenge: Ongoing monitoring is needed to ensure instructional materials remain available for all students as enrollment, course offerings, and instructional programs change.

Successes: CNUSD maintained 100% access to core instructional materials, with no unresolved Williams findings related to missing instructional materials.

Action 3.2: Equitable Access to Technology
Implementation: This action was implemented as planned. CNUSD continued the Chromebook refresh cycle and provided district-issued Chromebooks to support digital instructional access. Over 95% of students received a district device, and the action was fully expended at 100%.

Challenge: The primary challenge is maintaining timely repair and replacement of devices so students do not experience disruptions in access. Costs have increased significantly due to tariffs.

Successes: The Chromebook refresh cycle supported equitable access to online assignments and reduced technology access gaps for students.

Action 3.3: Support for Site-Based Initiatives to Ensure Access for All
Implementation: This action was implemented across all schools. Each site received LCFF supplemental funding and worked with stakeholders to identify actions aligned to student needs. Supplemental funds have been expended, and sites implemented actions aligned to academic, social-emotional, and behavioral needs.

Challenge: The monitoring tool notes a continued need to strengthen targeted supports for English learners, foster youth, and low-income students.

Successes: Site feedback and monitoring data showed consistent implementation of planned strategies, with adjustments made to address emerging site needs.

Action 3.4: Support for Students with Disabilities
Implementation: This action was implemented through supports for students with disabilities, including Program Specialists, paraeducator support, and additional structures connected to Differentiated Assistance. The LCAP also identifies new support through LREBG funding, including a Coordinator in Educational Services and three Special Education TSAs to strengthen access to inclusive, high-quality instruction.

Challenge: Students with Disabilities continue to demonstrate persistent achievement gaps, requiring stronger alignment between general education and special education supports.

Successes: CNUSD continued investing in specialized staffing and support structures to improve access, collaboration, accommodations, modifications, and instructional alignment for students with disabilities. Students with Disabilities have shown increases in academic performance and decreased chronic absenteeism and suspension rates.

Action 3.5: Support for English Learners with Disabilities
Implementation: This action was implemented to provide translation and interpretation support for families of English Learners with disabilities. In CNUSD, 52% of Special Education students speak a language other than English, and this action provides translators to improve parent access to information, communication, and engagement opportunities.

Challenge: Language barriers can limit family participation in school processes and decision-making, particularly for families navigating both English learner and special education supports.

Successes: Translation and interpretation services helped remove communication barriers and supported more inclusive parent participation in the educational process.

Action 3.6: Support to Ensure a High-Quality Program for English Learners
Implementation: This action was implemented to support English Learners and Long-Term English Learners through bilingual instructional assistants, program options, TSA support, reclassification monitoring, goal setting, and professional development focused on ELD and Integrated ELD.

Challenge: ELPI data declined from 49.5% in 2023 to 48.4% in 2025, and LTEL progress declined from 52% in 2024 to 49% in 2025, indicating a continued need to strengthen implementation and supports.

Successes: Reclassification remained within the district's desired range, with a 2024-25 reclassification rate of 18.25%, compared to the target of maintaining 15-20%.

Action 3.7: Support Expansion of Dual Language Immersion in CNUSD
Implementation: This action was implemented to sustain and expand access to Dual Language Immersion programs across identified sites. The action supports bilingual education and is intended to improve access for linguistically diverse students while supporting pathways such as the Seal of Biliteracy.

Challenge: Seal of Biliteracy contribution to CCI remains below the district target. In 2025, 18.9% of CCI-prepared students met requirements through the Seal of Biliteracy, compared to the goal of 25% for all students and 40% for English Learners.

Successes: DLI programming remained in place across multiple schools, supporting continued access to bilingual education and language development opportunities. Spanish and Mandarin programs at 4 DLI/OWI schools are advancing the program through the grade levels.

Action 3.8: Academic and SEL Supports for Foster and Homeless Youth
Implementation: This action was implemented through coordinated academic, social-emotional, and basic needs supports for foster and homeless youth. Supports included mentoring, mental health resources, enrichment events, basic needs inventories, home visits, hotel outreach, transportation support, and twice-yearly needs assessments.

Challenge: Foster and homeless youth continue to experience barriers related to housing instability, trauma, transportation, and school continuity.

Successes: Year-to-date supports served 530 McKinney-Vento students and 203 Foster Youth. In addition, 200 students received school clothing and supplies, two counselors were assigned to support student needs, and 18 students received Tier 3 academic tutoring.

Action 3.9: AVID Programs to Support the Achievement of Underrepresented Students
Implementation: This action was implemented across AVID sites. AVID was available as a choice at 30 sites, all fall visits were completed, and classroom walkthrough feedback was provided electronically. CNUSD also provided formal AVID training to 250 teachers, and 121 AVID elective sections were offered at secondary sites during 2025-26.

Challenge: Continued implementation requires maintaining certification, expanding access, and ensuring AVID continues to reach underrepresented students.

Successes: AVID implementation supported college and career readiness structures for underrepresented students. One additional elementary school will be added to the AVID contract, supporting continued expansion.

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 Local Control Funding Formula (LCFF) funds generated by unduplicated pupils must be carried over and used to increase or improve services for those students in subsequent years. CNUSD had unspent funds from the 2024-25 school year due to factors such as staffing vacancies, timing of expenditures, and program implementation delays. These funds are not returned or redirected to non-contributing activities; rather, they are required to be carried forward and allocated to future contributing actions and services that support English learners, foster youth, and low-income students.

The carryover funds from 2024-25 have been incorporated into the 2025-26 budget and will continue to be expended through contributing actions designed to increase and improve services for unduplicated pupils. These carryover amounts are reflected in the 2025-26 Annual Update Tables included with the 2026-27 Local Control and Accountability Plan and contribute to CNUSD's ability to meet or exceed the required proportionality percentage.

CNUSD defines a material difference as a variance greater than 20 percent between budgeted expenditures and estimated actual expenditures. Material differences attributable to the allocation of carryover funds, program expansion, increased participation, salary and benefit adjustments, or full implementation of services are noted below. The amounts listed represent carryover funds that have been allocated to these actions for future expenditures:

Action 3.2 - Equitable access to technology - Approximately $3,941,999 was reinvested in this action to purchase chromebooks early before tariffs were enacted. This reinvestment also addresses the rising costs in technology. Any additional funds will be allocated to this action for future expenditures.

Action 3.3 - Support for site-based initiatives to ensure access for all - Approximately $1,811,666 in carryover funds has been allocated to this action for future expenditures.

Action 3.5 - Support for English Learners with Disabilities - Approximately $61,875 in carryover funds has been allocated to this action for future expenditures.

Action 3.6 - Support to ensure a high-quality program for English Learners - Approximately $1,565,416 in carryover funds has been allocated to this action for future expenditures.

Action 3.7 - Support the expansion of Dual Language Immersion - Approximately $564,432 in carryover funds has been allocated to this action for future expenditures.

Action 3.8 - Academic and SEL supports for Foster and Homeless - Approximately $102,364in carryover funds has been allocated to this action for future expenditures.

Action 3.9 - AVID programs to support the achievement of underrepresented students - Approximately $1,337,721 in carryover funds has been allocated to this action for future expenditures.

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 Standards-Aligned Instructional Materials - Core
This action is effective. CNUSD maintained 100% student access to core instructional materials, with 0 unresolved Williams findings in 2023, 2024, and 2025. Teacher assignment data also improved, with the percentage of teachers clear or in progress increasing from 94.6% to 97.9%, a +3.3% increase.

Action 3.2: Equitable Access to Technology
This action is effective in maintaining access. The district continued supporting a 1:1 device ratio and WiFi access for students without adequate home internet. The LCAP monitors this action through equitable access to technology, and prior reporting shows 100% of students and teachers had access to a device in good repair and WiFi in both 2024 and 2025.

Action 3.3: Support for Site-Based Initiatives to Ensure Access for All
This action is effective, though continued refinement is needed for unduplicated student groups. Positive systemwide indicators include a 95.9% graduation rate, 59% College/Career Indicator Prepared rate, chronic absenteeism reduced to 11.48% as of May 1, 2026, and suspension reduced to 2.45%. Academic results were mixed: ELA increased by 6.3 points to 14.8 points above standard, while Math improved but remained 24.7 points below standard.

Overall, this action is supporting access and engagement, but English learners, foster youth, and low-income students still require more targeted supports.

Action 3.4: Support for Students with Disabilities
This action is partially effective. Students with Disabilities showed improvement in several key indicators, including ELA Distance from Standard, which improved by +6.1 points from baseline, and Math Distance from Standard, which improved by +5.8 points. Graduation also improved by +6.0%, from 81.5% in 2023 to 87.5% in 2025. However, Students with Disabilities continue to perform significantly below standard in both ELA and Math and remain an area of need.

Action 3.5: Support for English Learners with Disabilities
This action is necessary and supportive, and effectiveness should continue to be monitored through academic, graduation, and reclassification measures. The LCAP identifies that 52% of Special Education students speak a language other than English, demonstrating the need for interpretation and translation supports so families can access information and participate meaningfully in educational planning.

Action 3.6: Support to Ensure a High-Quality Program for English Learners

This action shows is effective. English learners improved in both ELA (+9.3 dfs) and Math (+8.1 dfs). Long-term English learners also improved in ELA (+4.1 dfs) and Math (+6.2dfs). Reclassification improved from 12.35% in 2023-24 to 18.25% in 2024-25, placing the district within the target range of 15-20%. However, ELPI declined from 49.5% in 2023 to 48.4% in 2025, a -1.1% change. LTEL progress also declined from 52% in 2024 to 49% in 2025, a -3% change.

This action should continue. The ELPI and LTEL declines show the need for stronger monitoring of designated and integrated ELD implementation.

Action 3.7: Support Expansion of Dual Language Immersion in CNUSD
This action supports equitable access to bilingual and biliteracy pathways. Dual language students continue to perform higher academically than their non-dual language peers.

Percent of CCI Prepared Students Meeting Requirements through Seal of Biliteracy, the Year 2 outcome increased overall to 18.9%, a +3.3% change from baseline. Socioeconomically Disadvantaged students also increased to 19.6%, a +1.6% change. However, English learners declined to 17.6%, a -7.1% change, Foster Youth declined to 20%, a -13% change, and Homeless students declined to 16.7%, a -6.3% change. For English Learner Reclassification Rate, the Year 2 outcome was 18.25%, which is within the district's target range of 15–20%.

The action remains valuable for access and long-term biliteracy outcomes although data indicate the need for continuied refinement to meet all student group needs.

Action 3.8: Academic and SEL Supports for Foster and Homeless Youth
This action is effective in providing direct services to high-need students, though outcome gaps remain. Year-to-date supports included 530 McKinney-Vento students and 203 Foster Youth served, 200 students receiving school clothing and supplies, two counselors assigned to support student needs, transportation supports through home-to-school bussing, and 18 students receiving Tier 3 academic tutoring.

Student Perception of Success from LCAP-Funded Programs, the Year 2 outcome shows positive movement. Student perception of academic success due to programs increased to 84.9%, a +15.7% change from baseline. Student perception of social-emotional success due to programs increased to 75.5%, a +20.4% change from baseline. These data suggest that LCAP-funded supports are positively influencing student perceptions of both academic and SEL support.

The action is providing meaningful access to academic, social-emotional, and basic needs supports. However, Foster Youth remain in the lowest performance level for some district indicators, so the action should continue with close monitoring.

Action 3.9: AVID Programs to Support the Achievement of Underrepresented Students
This action is effective. AVID was available at 30 sites, with 250 teachers formally trained during the 2025-26 school year and 121 AVID elective sections offered at secondary sites. Senior outcomes were strong: 371 of 380 AVID seniors, or 97.6%, completed FAFSA; 352 of 380, or 92.6%, submitted UC/Cal State applications; and 369 of 380, or 97.1%, received at least one college acceptance. Additionally, 89.6% of AVID high school students were earning a C or better in higher-level courses.

This action should continue, as the data show strong college-readiness outcomes for participating students.

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.

For 2026-27, CNUSD will maintain the overall Goal 3 structure and focus, with a focus on our Foster Youth and Long-Term English Learners to decrease the academic gap that exists.

Metrics M1.12 College and Career Indicator and M2.6 Suspension Rate were added to Action 3.8 as they are areas identified as need for Foster Youth.

Action 3.4 - CNUSD received support from RCOE for year 2 eligibility of Differentiated Assistance for students with disabilities and as a result the paragraph addressing this identification was revised in the action description. Additionally, funding previously allocated for substitute coverage to attend DA meetings is no longer necessary and has been removed from this action. The LREBG-funded Coordinator in Educational Services was promoted to a new position. The vital duties supporting students with disabilities were transferred with her as added responsibilities in her new role, resulting in a funding shift without a disruption to student services.

Action 3.6 - Metric M1.1 (ELA) was added to monitor the ongoing effectiveness of this action on student achievement. CNUSD was not identified for Differentiated Assistance for Long-term English learners but continues to receive year two DA support. Learning Recovery Emergency funds were added to support a Teacher on Special Assignment to support newcomer and long-term English learners which will support DA for LTELs.

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 $3,962,240 b) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair	$38,680,033.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF $32,685,941 LCFF Supplemental/Concentration $2,031,852		
3.2	Equitable access to technology	Support the implementation of 1:1 student devices by maintain the annual refresh cycle of Chromebooks to support a 1:1 device ratio in grades TK-12. Provide access to wifi devices to any students that do not have adequate internet access in their home. Funding through: LCFF Supplemental/Concentration $4,600,000	$4,600,000.00	Yes
3.3	Support for 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 its 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 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	$2,400,379.00	Yes
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	$59,368,342.00	No

Action #	Title	Description	Total Funds	Contributing
		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 $51,440,405 LCFF Supplemental/Concentration $7,416,602 The district's targeted efforts for the students with disabilities student group was highlighted by an increase in academic achievement in both ELA and Math. DA support with RCOE continued in the 2025-26 school year through year 2 supports to deepen our systemic improvements. Key findings from this process has been the need for increased capacity within the Educational Services Division. LREBG funds have been used to hire three Education Specialists who support the implementation of high-quality, first best instruction. They continue to serve as a vital bridge 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. 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, M1.2, M1.11. Teachers on Special Assignment, Special Ed/Educational Services Funding through: Learning Recovery Emergency Block Grant $511,335		
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	$220,454.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 $220,454		
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 group 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 as Teachers on Special Assignment (TSAs), will assist at-risk EL, Newcomer 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. Learning Recovery Emergency Block Grant funding will support the hiring of a Teacher on Special Assignment to support the district's Newcomer Program through teacher coaching, coordination of district supports, and implementation of evidence-based practices designed to accelerate language acquisition and academic achievement for newcomer English learners. Research demonstrates that structured newcomer programs and educator support improve both academic and language outcomes for newly arrived multilingual learners (Morales & Mogollon, 2024; Umansky et	$5,474,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		al., 2022). This action will be monitored by M 1.2, M1.3, M1.11, M3.6 and M3.7. Funding through: LCFF Supplemental/Concentration $5,356,775 Learning Recovery Emergency Block Grant $117,739		
3.7	Support expansion of Dual Language Immersion in CNUSD	Dual Immersion teachers 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 $1,593,288	$1,593,288.00	Yes
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 supports 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	$346,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 $346,021		
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 resources and support for all students, regardless of their background or socioeconomic status.	$3,131,729.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding through: LCFF Supplemental/Concentration $3,131,729		

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 (LTEL), socio-economically disadvantaged, and Hispanic students, will improve student outcomes reported on the California Dashboard in ELA, Math, and Science through the 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 2025 CA Dashboard data indicated a need to continue supporting ELA, Mathematics, and science instruction specifically for English Learners, Long-Term English Learners (LTEL), socio-economically disadvantaged, and Hispanic students at Lee V. Pollard High School, an identified Equity Multiplier school (school of choice settings). Lee V. Pollard also currently has 12.4% of teachers teaching out of field, and 6.5% of teachers labeled as Ineffective (Permit or Waiver). This need is echoed in feedback from educational partners, specifically the request for ongoing instructional support and professional development in ELA, Mathematics, and Science. Lee V. Pollard High School plans to improve ELA, Mathematics, and Science performance through the actions included in the goal and will measure progress using CAASPP ELA, Mathematics and Science results and district benchmark data, differentiated by student group.

ELA

All Students: -115 dfs
EL: -146.4 dfs
LTEL: -163.7 dfs
HIS: -114.9 dfs
SED: -111.9 dfs

Math

All Students: -197.6 dfs
EL: -232.2 dfs
LTEL: -239.5 dfs
HIS: -205.8 dfs
SED: -200.1 dfs

Science

All Students: 33.7 sp
EL: 30.6 sp
LTEL: 27.9 sp
SED: 33.8 sp
HIS: 33.6 sp

If Lee V. Pollard implements these actions and monitors academic performance through monthly data monitoring, the goal of increasing performance in ELA, Mathematics and Science 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 (2025 Dashboard) All: -115 dfs EL: -146.4 dfs LTEL: -163.7 dfs HI: -114.9 dfs SED: -111.9 dfs	ELA (2026-2027 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	Change from Baseline: All: -9.1 dfs EL: +12.8 dfs LTEL: +4.2 dfs HI: -6.8 dfs SED: -4.0 dfs
M 4.2	Priority 4	Math (2023 Dashboard)	Math (2024 Dashbaord)	Math (2025 Dashboard)	Math (2026-2027 Dashboard)	Change from Baseline:

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	Lee V. Pollard All Students: -188.4 dfs EL: -214.1 dfs HI: -183.8 dfs SED: -187.9 dfs	All: -197.4 dfs EL: -232.8 dfs LTEL: -248 dfs HI: -197.7 dfs SED: -196.4 dfs	All: -197.6 dfs EL: -232.2 dfs LTEL: -239.5 dfs HI: -205.8 dfs SED: -200.1 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	All: -9.2 dfs EL: -18.1 dfs LTEL: +8.5 dfs HI: - 22 dfs SED: -12.2 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% making progress 23% declined	ELPI (2025 Dashboard) EL students: 77 48.1% making progress 29.9% declining in ELPAC level	2025 ELPI Goal - 48% of EL students making progress on ELPI; Growth of 5% yearly.	Growth on EL Progress Metric +14.8% making progress -15.1% declining
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	2024-2025 Graduation Number of students: 195 90.8% Graduated	2026 - 2027 Graduation Rate Goal: Increase overall to 95%; yearly increase of at least 3%;	Change in Graduation Rate +2.1%
M 4.5	Priority 5 Chronic Absenteeism Source: Data Insights Local SIS	As of May 22, 2024 Lee V Pollard K-12 Chronic Absenteeism All Students: 58.07	As of May 23, 2025 Lee V Pollard K-12 Chronic Absenteeism	As of May 1, 2026 Lee. V Pollard K-12 Chronic Absenteeism	2026-2027 Goal: 25% or less K-12 Chronic Absenteeism Rate;	Change in Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Insights	EL: 51.18 HI: 55.92 SED: 60.14 Lee V Pollard K-12 Severe Chronic Absenteeism: 36.15 EL: 29.13 HI: 33.98 SED: 37.69	All Students: 61.36 EL: 58.06 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	All students: 63.54% EL: 69.01% HI: 64.93% SED: 64.31% Severe Chronic Absenteeism: ALL: 43.49% EL: 52.11% HI: 42.36% SED: 44.48%	15% or less K-12 Severe Chronic Absenteeism 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%	All students: +5.07% EL: +17.83% HI: +9.01% SED: +4.17% Severe Chronic Absenteeism: ALL: +7.34% EL: +22.98% HI: +8.38% SED: +6.79%
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	2024-2025 Suspension Rate Number of students: 555 4.0% suspended at least one day	2025-2026 Percent of Students Suspended Goal: Maintain 5% or lower suspension rate	Change in Suspension Rate -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2025 CCI Number of Students: 195 13.8% prepared	2026-2027 CCI Goal: Increase by at least 3.3% per year for total of 10% over 3 years	Change in CCI Prepared Rate +12%
M 4.8	Priority 1 Appropriate teacher assignment *In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	2022-2023 DataQuest TAMO for LVPHS 25.1% Teachers without Clear Credentials in field of study 7.3% Incomplete 7.2% Ineffective 10.6% Out of Field	2023-24 DataQuest TAMO 28.6% Teachers without Clear Credentials in field of study 9.7% Incomplete 6.5% Ineffective 12.4% Out of Field	2024-2025 DataQuest TAMO for LVPHS **Not yet released	2026-2027 TAMO Goal: Decrease Teachers without Clear Credential in field of study to 5% or less. .	Change in Appropriate Teacher Assignment +3.5% of teachers without clear credentials in field of study
M 4.9	Priority 1 Science (CAST assessment) (Dashboard)	Science (2025 Dashboard): All Students: 33.7 sp EL: 30.6 sp LTEL: 27.9 sp SED: 33.8 sp HI: 33.6 sp	Year 1 Outcome data is blank because Science was added as a new metric during the current update cycle. Historical local tracking was not structured to match this specific California Dashboard indicator for that year; however, a clear baseline and progress arc have	All Students: 33.7 sp EL: 30.6 sp LTEL: 27.9 sp SED: 33.8 sp HI: 33.6 sp	Increase by 2 Science points across all tracked groups: All Students to 35.7 sp EL to 32.6 sp LTEL to 29.9 sp SED to 35.8 sp HI to 35.6 sp	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			been established moving forward			

Goal Analysis [2025-26]

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

Successes: Three professional development opportunities were conducted for staff in the areas of ELL support. All teachers attended the first training session, and two sessions were provided during PLC time. An instructional coach from Creative Learning Solutions (CLS) worked with the teachers who are new or teaching out of class. The implementation of high-quality professional development and targeted coaching through Creative Learning Solutions and RCOE built strong instructional capacity among teachers.

Challenges: A key implementation focus for Action 4.1 was strategically scheduling and coordinating the multiple professional development sessions and individualized coaching timelines to ensure all teaching staff received targeted support without disrupting core alternative education instructional programs.

Action 4.2

Successes: This action was not implemented this year.

Challenges: While funds were fully allocated to secure supplemental staffing for targeted literacy and math intervention, unexpected recruitment and hiring challenges prevented the positions from being filled during the school year. Recruitment efforts have been intensified to ensure staff are in place for the upcoming school year.

Action 4.3

Successes: Funds were allocated for educational experiences. Students visited college campuses (Cal Baptist, UCR, and surrounding Junior colleges). Students enrolled in VAPA classes attended performances in the county and participated in arts-related competitions. Culinary students visited local businesses and participated in culinary competitions. Students enrolled in HVAC visited industry organizations and junior colleges that offer the same industry sector.

Challenges: Scheduling field trips, competitions, and industry visits while ensuring equitable student participation and minimizing instructional disruptions remained a challenge.

Action 4.4

Successes: Collaboration meetings were held. These collaboration meetings focused on student data needs and improving instructional strategies.

Challenges: Providing release time for collaboration and professional learning while maintaining consistent classroom coverage and minimizing disruptions to instruction remained a challenge.

Action 4.5

Successes: Items were purchased to remove barriers regarding families receiving timely information and updates from the school site. Funding was allocated to provide materials and supplies for educational purposes.

Challenges: Ensuring timely access to supplemental materials and maintaining consistent implementation across classrooms remained a challenge.

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.

While funding was not spent on some of the current actions, funding was allocated and will be carried forward into the new actions for 2026-27. The annual update table reflects allocations in lieu of actual expenditures.

Action 4.1-A material difference occurred as the entire $333,000 allocation had a balance unspent, with actual expenditures totaling $96,000 because intensive professional development, external coaching contracts, and agency partnerships were secured more cost-effectively than originally projected; these unexpired funds will carry over to support ongoing capacity-building and staffing needs in the upcoming school year.

Action 4.2- A material difference occurred as the entire $430,000 allocation remained unspent because the site could not move forward with the hiring of a temporary specialist due to a lack of qualified candidates and recruitment; these unexpired funds will carry over to support the full implementation of staffing in the coming year.

Action 4.3- A material difference occurred as the entire allocation remained unspent because VAPA and district CTE funds were used in lieu of Equity Multiplier funds; these unexpired funds will carry over and will be reinvested in school site priorities.

Action 4.4- A material difference occurred as actual expenditures were approximately $4,000 against a planned budget of $100,000 because teacher collaboration, data monitoring, and release time were structured and managed much more cost-effectively than originally estimated, these unexpired funds will carry over and will be reinvested in school site priorities.

Action 4.5 - A material difference occurred as actual expenditures were $8,470.17 against a planned budget of $50,000 because supplemental instructional software, literacy books, and learning resources were procured more efficiently than anticipated, these unexpired funds will carry over and will be reinvested in school site priorities.

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

Action 4.1- Due to professional development opportunities, teachers were observed using ELL support strategies in the classrooms and in evaluation observations for new teachers. The use of these strategies has led to a reclassification rate of 11.6% this year. ELPAC scores have also shown growth in the moderately developed category.

Action 4.3- The number of students enrolled in dual enrollment has based on feedback from college visits. 80 HVAC students tested for refrigeration certification 67 students passed with certifications on the first try. One culinary student advanced to the State based on a culinary competition.

Action 4.4- Walkthroughs were conducted to view implementation of instructional strategies. Math score maintained progress on the most recent CAASPP assessment. The graduation rate is 91%.

Actions 4.2 and 4.5 were not implemented as planned and therefore the effectiveness of these action could not be measured. The actions will continue into the 2026-27 school year with full implementation.

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.

Action 4.2- Will be modified to shift away from hiring temporary specialists, moving forward instead with a 3-year contract for full-time Teachers on Special Assignment (TSAs). This adjustment addresses previous staffing vacancies and ensures stable, long-term instructional support is in place.

Metrics:
Science was added as a new metric, M4.9.

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 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.	$38,035.00	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 students, particularly those who are currently underperforming. Supplemental staff with expertise in literacy and math intervention will implement specialized instructional strategies that are proven to be effective for students who are significantly below the 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.	$430,000.00	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.	$100,000.00	No
4.4	Focused Professional Development	Teacher release time for teachers to collaborate on best practice, first best instruction, and program monitoring. This may include educational 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.	$43,036.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	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 the All student group in Math and ELA, Socioeconomically Disadvantaged and Students with Disabilities in suspensions as well as White in suspensions. 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. Orange Grove has one teacher teaching "out-of-field" 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 not a way to fix this assignment (according to HR).	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 2025 California School Dashboard data indicated a need to improve academic outcomes at Orange Grove High School, an identified Equity Multiplier school. Dashboard results showed All Students performing at the Orange level in English Language Arts (ELA) and the Red level in Mathematics. Dashboard data also identified a need to reduce suspension rates for Socioeconomically Disadvantaged students, Students with Disabilities, and White students. These identified needs were reviewed in consultation with educational partners, including the Riverside County Office of Education (RCOE), and helped inform the development of this goal. Orange Grove High School will address these needs through the actions included in this goal and will monitor progress using state and local measures, differentiated by student group.

ELA

- All Students: -187.9 DFS

Math

- All Students: -251.9 DFS

Suspension

- SED: 14.8 %

- White: 16.1 %
- SWD: 16 %

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 (2025 Dashboard) All: -187.9 dfs EL:-186.1 dfs HI: -177.3 dfs SED: -187.5 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	Change from Baseline: All: +8.9 dfs EL: +11.8 dfs HI: +22.5 dfs SED: +8 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 (2025 Dashboard) All students: -251.9 dfs EL: -254.9 HI: -244.7 dfs SED: -255.3 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	Change from Baseline: All: -18.4 dfs EL: -5.7 dfs HI:-44.9 dfs SED: -20.9 dfs
M 5.3	Priority 4 Percentage of students making progress on the English Learner	Orange Grove ELPI (2023 Dashboard) Number of EL students: 79	2024 Dashboard Number of EL: 71 42.3% making progress	2025 Dashboard Number of EL: 64 51.6% making progress	2025 ELPI Goal - 58% of EL students making progress on ELPI;	Growth on EL Progress Metric +8.6% EL's making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress Indicator (ELPI) Source: Dashboard	43% making progress Declined 7%	Declined: 20% LTEL: 56 51.8% making progress	Declined an ELPI level: 14.1% LTEL: 48 58.3% making progress	Growth of 5% yearly.	+6.5% LTEL's making progress +7.1% EL's declining
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	2024-2025 Graduation Rate Number of students: 93 91.4% graduated	2026 - 2027 Graduation Rate Goal: Increase overall to 80%; yearly increase of at least 5%;	Growth on Graduation Rate +26.8%
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	As of May 12, 2026 Orange Grove K-12 Chronic Absenteeism All: 72.02 EL: 73.21 HI: 73.82 SED: 68.82 Severe Chronic All: 50.21 EL: 50.0 HI: 49.74 SED: 45.88	2026-2027 Goal: 30% or less K-12 Chronic Absenteeism Rate; 20% or less K-12 Severe Chronic Absenteeism	Change of Attendance Rate from May 2024 Orange Grove K-12 Chronic Absenteeism All:+1.47% EL:+6.79% HI: +4.5% SED:-0.35% Severe Chronic All: +2.53% EL: +2.24% HI: +3.53% SED: +0.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 33.75 HI: 42.68 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% 2024-2025 White: 16.1% SPED: 16%	2024 Dashboard Number of students: 304 17.1% suspended at least one day	2025 Dashboard Number of students: 285 14.7% suspended at least one day (-2.4%)	2025-2026 Percent of Students Suspended Goal: Decrease suspension to 10% or lower suspension rate	Change in percent of students suspended 1 day (2023-2025) Number of students: -61 Percent: -6.4%
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	2024-2025 CCI Number of students: 93 5.4% prepared	2026-2027 CCI Goal: Increase by at least 3.3% per year for total of 10% over 3 years	Change in CCI Prepared from 2023-2025 +5.4%
M 5.8	Priority 1 Appropriate teacher assignment *In progress = Incomplete/Intern Source: Dataquest TAMO (Teaching	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 1% Teachers without Clear Credentials in field of study 0% Incomplete 0.9% Out of Field	2023-2024 DataQuest TAMO for OGHS 1% Teachers without Clear Credentials in field of study 0% Incomplete	2026-2027 TAMO Goal: Decrease Teachers without Clear Credential in field of study to 5% or less	Change in Appropriate teacher assignment (2023-2025) -6.6 Incomplete +0.4% Out of Field

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assignment Monitoring Outcomes) report			0.9% Out of Field **Not yet released		

Goal Analysis [2025-26]

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 5.1:

Successes: OG engaged in a contract to provide targeted small group and 1-1 interventions in a math cohort. The provider was on campus 5 days a week, impacting 20 juniors. OG engaged in a contract with Magic Small 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 implement a Registered Pre-apprenticeship in one CTE course. During the 2025-2026 school year 16 students completed the registered Pre-apprenticeship Program, an increase of 4 students as compared to previous school year. Regarding Dual Enrollment 13 students were enrolled in the fall with 2 students completing, and currently 13 students are enrolled in the class with 11 students potentially completing. This year two students will be full completers and impact CCI.

A component of this action was to hire an intervention counselor. The intervention counselor was hired, and began to garner resources for students, implement interventions to reduce suspensions, target severe absenteeism, and is in the process of developing a comprehensive wellness center. The crisis counselor managed 87 students on involuntary placement contracts, 64 students in a structured Check in Check Out program, and 26 students on alternative to suspension C-Violation program. 20 students participated in post suspension, reintegration, and program.

Challenges: Supporting consistent student engagement, attendance, and completion of intervention, Dual Enrollment, and wellness support programs remained a challenge, particularly for students requiring intensive academic, behavioral, and social-emotional support.

Action 5.2:

Successes: 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.

Challenges: Coordinating schedules and maintaining consistent participation among team members while balancing ongoing site responsibilities and school initiatives remained a challenge during the improvement planning process.

Action 5.3:

Successes: Supplemental instructional materials were provided to support student access to grade-level standards in literacy, mathematics, science, and social studies. Teachers utilized these resources to provide additional opportunities for practice, intervention, and standards-based instruction. Additionally, Safe Pouches were implemented schoolwide and used daily, reducing student access to cell phones during instructional time and increasing student engagement and focus in classrooms.

Challenges: Ensuring students consistently complied with Safe Pouch expectations and adapting instruction to maintain engagement without access to personal devices remained a challenge.

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.

While funding was not spent on some of the current actions, funding was allocated and will be carried forward into the new actions for 2026-27. The annual update table reflects allocations in lieu of actual expenditures.

Action 5.1: Supplemental Staffing

This action was overspent with actual expenditures totaling $308,000 against a planned budget of $255,472. This variance was driven by establishing a new Teacher on Special Assignment (TSA) intervention position ($170,000), contracting with Mind Canvas ($73,000) and Magic Small Bus ($65,000), and providing substitute coverage for the 10-day RCOE training sequence, with overages covered by realigned Equity Multiplier resources.

Action 5.2: High Quality Professional Development

There were no material differences in this action.

Action 5.3:

This action was underspent by $3,000 due to the lower cost of student pouches as we transitioned to a new provider; these unexpired funds will be reinvested in the upcoming school year to support student engagement.

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

Action 5.1: Supplemental Staffing. In collaboration with our mathematics teacher, our consultant impacted a cohort of 20 Juniors targeting mastery of standards, completion of SBAC state assessment, and ultimately improved performance on SBAC. In tracking mastery of standards, 54% juniors mastered all 5 standards quarter 1, 18% juniors mastered all 4 standards quarter 2, and 36% juniors mastered all 2 standards quarter 3. 100% of the juniors successfully participated and completed the SBAC math portion.

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 last school year. This year 13 students participated each quarter. The most significant gain is the fact that in the final spring quarter of the 13 kids that participated and completed, 11 are expected to pass their course. During the 2025-2026 school year two students will be successful completers and impact CCI. The contractor established the school's first Registered Pre-apprenticeship. This school year there will be an increase of 4 students, compared to previous school year, completing the pre-apprenticeship program. This will have a positive impact on the CCI on the 2026 Dashboard.

Regarding our crisis counselor, 99% of students who participate in C-Violation alternative to suspension program did not reoffend. Among the students who participated in the post suspension reintegration program 18 did not reoffend (90%).

Action 5.2: 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.

Action 5.3: Per California Healthy Kids survey there was an increase of 18% in identification of caring adult relationships on campus from the previous school year. There was an increase of 12% from previous school year regarding school connectedness. There was an increase of 20% in reporting academic motivation, compared to the previous school year.

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.

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 not a way to fix this assignment (according to HR).

Action 5.1 The Magic Small Bus contract will be discontinued as she has built capacity on campus for services to continue. The contract with Mind Canvas will be reduced, so that we can invest in a full time Academic Intervention teacher on special assignment. The Crisis counselor will continue to develop interventions based on student need, and development of a comprehensive wellness center on campus.

Action 5.2 The contract with RCOE will be discontinued as capacity has been built to continue this work through the on campus Equity Multiplier Data Team.

Action 5.3 Cell Phone Pouches will continue however we are going to invest in a different product, that we believe will be more sturdy and reliable. Action 5.6 Metrics were updated in the baseline to include newly identified subgroups (White, Sped).

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 proven effective for students who are significantly below grade level. This action includes a full-time intervention teacher and a continued contract with a part-time interventionist. In addition, this action funds a full-time crisis counselor.	$309,932.00	No
5.2	Highly Quality Professional Development	Discontinued 26-27: 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 to enhance student outcomes. Staffing data is being analyzed to address underlining teacher credentialing issues.	$0.00	No
5.3	Supplemental materials and supports to access and assess standards in literacy,	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	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
	math, science and social studies	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. Cell phone pouches will be purchased to support engagement in all academic areas and reduce campus fights.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the course of the next year, English Learners (EL) and Long-Term English Learners (LTEL) will improve student outcomes reported on the California Dashboard, including progress on the English Learner Progress Indicator (ELPI), through the continued development of systems of excellence within the virtual school. The Academy of Innovation will increase ELPI progress rates for EL and LTEL students by implementing targeted academic interventions, progress monitoring, and evidence-based instructional practices designed to support language acquisition and academic achievement. AOI will also reduce out-of-field and incomplete teacher assignments in courses connected to Dashboard indicators and student groups performing at the lowest levels during the 2026-27 school year.	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 2025 CA Dashboard data for the Academy of Innovation indicated a need to continue supporting ELD instruction and supports for English Learner (EL), and Long Term English Learner (LTEL) students at the Academy of Innovation, an identified Equity Multiplier school (schools of choice settings).The Academy of Innovation also has 4.1% (1.2) teachers teaching out of field and 2.7% (0.8) Incomplete. The needs are echoed by feedback provided by educational partners, specifically the request for ongoing instructional support and professional development for ELA and Mathematics. AOI plans to address their identified needs through the actions included in the goal and will measure progress using ELPI results.

ELPI
All Students: 30.6%
EL: 30.6%
LTEL: 32.3%

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 (2025 Dashboard) All: -42.9 dfs EL: -68.1 dfs LTEL: -96.2 dfs SED: -41.7 dfs SWD -124.8 dfs WH: -66 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	Change in EL DFS (23-25) All: +23.1 dfs EL: -10.4 dfs LTEL: +84.1 dfs SED: +42.2 dfs SWD: -3.7 dfs WH: +54.8 dfs
M 6.2	Priority 4 Average Distance from Standard Met Achievement Level (DFS) on CAASPP Math Annual Assessment DFS Average Source: CA Dashboard	Math (2023 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	Math (2024 Dashboard) All: -106.5 dfs EL: -152.4 dfs LTEL: -236.8 dfs SED: -108.2 dfs SWD: -166.2 dfs WH: -122.7 dfs	Math (2025 Dashboard) All: -82.2 dfs EL: -96.9 dfs LTEL: -129.1dfs SED: -81.2 dfs SWD: -188.2 dfs WH: -101 dfs	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 groups with negative DF3 levels	Change in Math DFS (23-25) All: -8.8 dfs EL: +48.3 dfs LTEL: +107.7 dfs SED: +47.5 dfs SWD: -21.4dfs WH: +40.1dfs
M 6.3	Priority 4 Percentage of students making progress on the English Learner Progress Indicator (ELPI)	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	ELPI (2025 Dashboard) Number of EL students total: 36 30.6% making progress	2025 ELPI Goal - 56.8% of EL students making progress on ELPI; Growth of 2% yearly.	Change in ELPI 2023-2025 EL: -20.2% LTEL: +7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard		Number of LTEL students: 37 24.3% making progress	Number of LTEL students total: 31 32% making progress		
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	2024-2025 Graduation Rate Number of students total: 128 93.8% graduated	2026 - 2027 Graduation Rate Goal: Increase overall to 96%; all groups by at least 3%; to a minimum of 90% for every group	Change in Graduation Rate (23-25) +3.3%
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	2024-2025 Suspension Rate Number of students: 798 0.4% suspended one day or more	2025-2026 Percent of Students Suspended Goal: Maintain 0.5% or lower suspension rate	Change in Suspension Rate: No Change
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	2023-2024 CCI Number of Students: 128 12.5% prepared	2024-2025 CCI Number of Students: 128 19.5% prepared	2026-2027 CCI Goal: Increase by at least 8%; 20% minimum for all student groups	Change in CCI Rate (23-25) +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 CCI for Corona-Norco Alternative Number of Students: 94 0% prepared				
M 6.7	NEW- Priority 1 Appropriate teacher assignment Source: Dataquest TAMO (Teaching Assignment Monitoring Outcomes) report	8.0% Teachers without Clear Credentials in field of study- 4.8% Incomplete 0.0% Ineffective 3.2% Out of Field	6.8% Teachers without Clear Credentials in field of study 2.7% Incomplete. 0.0% Ineffective 4.1% out field,	**Data not available yet	Continue to work towards reducing teachers working outside of their field.	Change in appropriate teacher assignment Incomplete: -2.7 Ineffective: No Chg Out of Field: +0.9

Goal Analysis [2025-26]

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

Successes: Riverside County Office of Education (RCOE) was contracted to provide training on integrated and designated ELD in an online setting. Staff met with RCOE 5 days over the course of the year to analyze data and use the data to inform actions for ELs. Two half days were spent with the whole staff, and 3 other days were workshop days with specific groups such as leadership. Training focused on providing updated strategies for teachers and concluded with walkthroughs for staff to observe strategies in use. RCOE was also contracted to provide support on strategic alignment. The staff was trained in Root cause analysis and in measuring and evaluating outcomes of implemented actions as well as how to support English learners in an online environment and were observed utilizing strategies in the classroom.

Challenges: Not all team members were able to train using the walkthroughs due to scheduling conflicts. We plan on continuing the work with

RCOE to ensure implementation.

Action 6.2

Successes: Hired two Teachers on Special Assignment (TSA). One TSA-supported MTSS and data analysis with a secondary focus. This teachers was able to provide staff with data regarding the implementation of MTSS and align the work being done by the team with the need according to data. One TSA supported EL and learning coach focused on an elementary school. This TSA was able to observe teachers using strategies and support implementation. One Counselor was hired to focus on MTSS tier 3 interventions with a specific lens on mental health supports. The addition of two TSAs and one counselor strengthened MTSS implementation, instructional coaching, and student intervention supports across the district. Staff received more targeted support through data analysis, classroom coaching, and Tier 3 mental health interventions.

Challenges: Implementing consistent MTSS and intervention practices in a virtual environment presented challenges related to student engagement and participation.

Action 6.3

Successes: Materials and supplies were purchased with Equity Multiplier funds. The materials that were purchased were:

- Supplemental SPED 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

The SPED supplemental curriculum support purchased allowed teachers the ability to scaffold for the students in class, and we will continue to refine the supports. The Canvas redesign will allow for better understanding for students and parents.

Challenges: SPED curriculum support, while helpful, is not as comprehensive as needed. The team will continue to build the supports out to span the entire year and meet the needs of our SWD. PD is needed regarding the learning management tool.

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.

While funding was not spent on some of the current actions, funding was allocated and will be carried forward into the new actions for 2026-27. The annual update table reflects allocations in lieu of actual expenditures.

6.1 Actual expenditures were significantly lower than the planned $90,000 budget because the RCOE contract was secured for $18,000, with remaining costs limited to teacher substitute release days; these unexpired funds will be reinvested next year to support ongoing English Learner instructional capacity.

6.2 Actual expenditures were $495,000 against a planned budget of $572,959 because the actual combined costs for the two hired Teachers on Special Assignment (TSAs) and one Intervention Counselor totaled $165,000 each; additionally, while there were initial plans to hire a separate intervention teacher, that position is no longer needed as the two hired TSAs successfully stepped in to absorb and support those instructional duties, with the remaining unspent savings carrying over to the next school year.

6.3 Actual expenditures were $11,900 against a planned budget of $94,257 because supplemental digital platforms and specialized instructional software, including Brisk ($4,900), Ed Genuity ($2,500), Imagine Learning ($2,500), and Exceptional Students software ($2,200) were procured much more cost effectively than anticipated; the remaining unspent savings will carry over to the next school year.

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

Action 6.1- Based on ELD strategies learning and implementation our English learners and long term English learners have seen a significant improvement. ELA for ELs increased by 72.6 dfs to -68.1 dfs; ELA for LTEL increased by 84.1 dfs to -96.2 dfs. In math EL students increased by 55.6 dfs to -96.9 and LTEL students increased by 107.7 dfs to -129.1 dfs.

Action 6.2- Due to the support from the two TSA and the counselor the suspension rate continues to be 0% and the average number of Fs for these students dropped from 2.36 last fall to just 0.82 this fall. Every single grade level-from 6th through 12th-saw a decrease in D and F grades compared to Fall 2024. Most notably, our 10th and 11th graders saw improvements of over 16%. The total number of students with at least one F dropped from 197 in Fall 2024 to 104 in Fall 2025-nearly a 50% reduction. We have significantly reduced the number of students in deep academic distress. In Fall 2024, 48 students were failing 4 or more classes; in Fall 2025, that number dropped to just 16 students.

Action 6.3- ELA for the SWD increased significantly by 21.6 dfs to -124.8 dfs. While math did not increase, there was only a slight decline of 22 dfs to -188.2 dfs, and this will be a focus moving forward.

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.

Several revisions were made to Goal 6 based on analysis of student outcome data and reflections on implementation.

To improve clarity for educational partners, the metric section was revised to include the letter "M" before each metric number, distinguishing metrics from action numbers. Additionally, data for Metric 6.1 was revised to focus on English Learners (ELs) and Long-Term English Learners (LTELs), and English Learner Progress Indicator (ELPI) data was added. Metric 6.2 was updated with a revised baseline for all students. A new Metric 6.7 was also added to better monitor progress toward the goal.

Action 6.1 was revised to shift the focus from Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White students to English Learners and Long-Term English Learners based on current student performance data. Funding for this action was increased by $49,946 to support these targeted services.

Action 6.2 was revised to include a commitment to maintain key positions for a three-year period to ensure continuity of services and support implementation efforts. Funding for this action was increased by $79,648.

These changes were made in response to student outcome data, identified needs, and ongoing reflection regarding the effectiveness of services and supports.

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, and Long Term English Learners. Staffing data will continue to be analyzed to address underlying teacher credentialing issues.	$140,545.00	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.These staffing positions will be maintained for at least the next three academic years.	$652,607.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	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 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	$94,257.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$142,664,569	$14,250,697

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
24.979%	0.000%	$0.00	24.979%

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 in order to provide more individualized support for students with the greatest academic needs. Over 85% of parents in CNUSD have indicated that a	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

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	smaller class 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.	

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		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 when compared with all students, unduplicated students are far below the level of all students in CNUSD in ELA and Math 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. **Scope:** LEA-wide	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
1.4	**Action:** MTSS T1 & TII Academic Supports **Need:** Academic indicators in ELA and Math show that 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:** When compared with all students, we see unduplicated students are far below the level	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 background or circumstances. This action meets the needs and conditions of unduplicated students	Action 1.5 will be monitored by Metric 1.14 Equitable access to technology

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	of all students in CNUSD in ELA and Math. 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	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:** When compared with all students, we see unduplicated students are far below the level of all students in ELA and Math indicators. 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.	This action is being provided on an LEA-wide basis because the district's academic performance data indicate that unduplicated pupil groups, including English learners, low-income students, and foster youth, continue to demonstrate lower achievement in English language arts and mathematics than their peers. Supplemental instructional materials, intervention resources, and differentiated learning supports are principally directed toward addressing these achievement gaps by providing students with additional opportunities to access, practice, and master grade-level standards. While the resources are available to all students, they are designed to meet the greater academic needs demonstrated by unduplicated pupils.	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

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	Scope: LEA-wide	Providing these supports across all schools ensures that UPP students have consistent access to targeted instructional resources and interventions regardless of school assignment. By strengthening access to standards-aligned instruction, providing opportunities for additional practice and enrichment, and supporting differentiated instruction, this action is intended to improve academic outcomes in ELA and mathematics for unduplicated pupils while benefiting all students who may need additional support.	
1.7	**Action:** Pathways to prepare students for post-secondary education **Need:** CNUSD has experienced a drop in the percent of graduates who are considered to be College Career prepared upon graduation, including the percent 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	This action is being provided on an LEA-wide basis because district data indicate that unduplicated pupil groups, including low-income students, English learners, and foster youth, experience lower rates of college and career readiness as measured by indicators such as A-G completion, dual enrollment participation, college credit attainment, and/or the College/Career Indicator. These students often have less access to information, guidance, and opportunities that support successful transitions to postsecondary education. The action is principally directed toward addressing these disparities by providing targeted college and career readiness supports, increasing access to college-level coursework and dual enrollment opportunities, and assisting students with navigating postsecondary planning and enrollment processes. Providing these supports across all schools ensures that unduplicated pupils, regardless of where they attend school, have equitable access to the resources and	Action 1.7 will be monitored by Metric 1.3 A-G, 1.7 AP participation, 1.8 AP pass 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
		guidance needed to successfully transition to postsecondary education. By increasing participation in college and career readiness opportunities, this action is intended to improve postsecondary outcomes for unduplicated pupils while benefiting all students.	
1.8	**Action:** 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 percent 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	In order for our students to be considered college and career ready at the secondary level as measured by meeting A-G requirements, Career Technical Education (CTE) pathway completion mapped to high growth, strong employment opportunities, and/or achieving "Ready for College" and/or "Conditionally Ready for College" on EAP in ELA and Math, students need to receive a 21st Century educational experience. 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.	Action 1.8 will be monitored by Metric 1.4 CTE pathways , 1.5 A-G & CTE pathways, 1.6 CTE Industry Certification, 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
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 2025 Dashboard indicates that the graduation rate for unduplicated students and students with disabilities is below that of all students. CNUSDs overall graduation rate is 95.9%, English Learner (EL): 90%, Foster Youth: 82.1%, Homeless: 88.3%, Socioeconomically Disadvantaged: 95.8%, Students with Disabilities: 87.5% **Scope:** LEA-wide	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. 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.	Action 1.9 will be monitored by Metric 1.3 A-G, 1.11 Grad rate, 1.12 CCI
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 12.4%, a significant improvement from 2023 which was 20%. The following rates	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	Action 2.1 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle School drop out, 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
	are seen for our Unduplicated Student Groups: English Learner: 11.9%, Foster Youth: 26.8%, and Low Income: 15%. Overall our Suspension rate is at 3.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 4.2%, Foster Youth: 15.6%, and Low Income: 3.8%. **Scope:** LEA-wide	may otherwise impede learning and development, particularly for our unduplicated students. The MTSS TSAs provide in class support for teachers and schoolwide trainings on behavior management strategies, development of schoolwide expectations, and restorative practices. This action specifically addresses the needs, conditions, and 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 12.4%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 11.9%, Foster Youth: 26.8%, and Low Income: 15%. Overall our Suspension rate is at 3.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 4.2%, Foster Youth: 15.6%, and Low Income: 3.8%. **Scope:**	This action is being provided on an 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 most 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 throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school drop out, 2.5 HS drop out, 2.6 Suspension, 2.8 Local climate survey

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	LEA-wide		
2.3	**Action:** MTSS Behavioral and Social Emotional Tier 3 Supports **Need:** Currently we see the following data with regards to Chronic Absenteeism and Suspension. Overall our Chronic Absenteeism rate is at 12.4%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 11.9%, Foster Youth: 26.8%, and Low Income: 15%. Overall our Suspension rate is at 3.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 4.2%, Foster Youth: 15.6%, and Low Income: 3.8%. **Scope:** LEA-wide	This action is being provided on an 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-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 most 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.	Action 2.3 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4 Middle school drop out, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey
2.4	**Action:** Comprehensive Counseling Services **Need:**	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	Action 2.4 will be monitored through metrics: 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.4

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	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, 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 higher rate of chronic absenteeism (EL 11.9%, Foster 26.8%, SED 15%)than the overall population (12.4%). Suspension rates for unduplicated students is also higher (EL 4.2%, Foster 15.6%, SED 3.8%) than the overall (3.2%) 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:**	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 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	Middle school drop out, 2.5 HS drop out, 2.6 Suspension, 2.7 Expulsion, 2.8 Local climate survey

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	LEA-wide	navigate transitions between placements and schools, and ensuring educational stability.	
2.5	**Action:** Health and Wellness **Need:** 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 higher rate of chronic absenteeism (EL 11.9%, Foster 26.8%, SED 15%) than the overall population (12.4%). **Scope:** LEA-wide	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 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.	The metric used to measure 2.5 will be 2.2 K-12 Attendance, 2.3 Chronic Absenteeism, 2.5 HS drop out, 2.8 Local climate survey
2.6	**Action:** Elementary Connection to School **Need:**	This action is being provided on an LEA-wide basis because VAPA increases student connections to school. This action addresses the needs, conditions and circumstances of	Action 2.6 will be monitored throughs metrics: 2.2 K-12 Attendance, 2.3 Chronic

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	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 higher rate of chronic absenteeism (EL 11.9%, Foster 26.8%, SED 15%) than the overall population (12.4%). **Scope:** LEA-wide	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 learners to communicate and express themselves non-verbally, reducing the language barrier and enabling them to participate fully.	Absenteeism, 2.6 Suspension, 2.8 Local climate survey
2.7	**Action:** Secondary Connection to School (sense of belonging) **Need:** The 2025 Healthy Kids Survey shows that only 29.25% 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 20% and 24% for secondary students. Data shows that unduplicated students have higher rate of chronic absenteeism (EL 11.9%, Foster 26.8%, SED 15%) than the overall population (12.4%). 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 3.2%, a decline from 4.7% in 2023, with the	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 an LEA-wide basis because supporting students connection to school is imperative to students' social emotional and academic growth. This actions 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	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

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	following Unduplicated Student Groups: English Learner: 4.2%, Foster Youth: 15.6%, and Low Income: 3.8%. **Scope:** LEA-wide	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.	
2.8	**Action:** Academic and SEL support for CNUSD families and students - CNUSD C.A.R.E. Hubs **Need:** Overall our Chronic Absenteeism rate is at 12.4%, a significant improvement from 2023 which was 20%. The following rates are seen for our Unduplicated Student Groups: English Learner: 11.9%, Foster Youth: 26.8%, and Low Income: 15%. CNUSD C.A.R.E. Hubs provides ongoing Tier III consultations with families for attendance, behaviors, social-emotional supports, counseling services (group and individual), and academic support. The C.A.R.E. Hubs oversees the overall processes of McKinney Vento students and Foster Youth students by monitoring their academics, attendance and behavior. The C.A.R.E. Hubs 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	The CNUSD C.A.R.E. Hubs play 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 C.A.R.E. Hubs often provides 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 Hubs can offer assistance and connect them with resources to find stable housing, creating a more conducive environment for students to succeed academically. Workshops on parenting skills, literacy, and job readiness empower parents to better support their children's education and improve their socio-economic status. The C.A.R.E Hubs foster 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. The action is being provided LEA-wide as it meets the need of providing a comprehensive multi-tiered	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

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	resources that support their social emotional and academic well-being. **Scope:** LEA-wide	plan that supports families at various levels. With the resources provided, families are given the 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:** The Communications Department plays a critical role in addressing the unique needs of unduplicated pupil groups, including low-income students, English learners, and foster youth, who often face barriers to accessing timely school information, educational opportunities, support services, and community resources. Families of English learners may require translated communications and culturally responsive outreach to fully participate in their child's education, while low-income and foster families may experience housing instability, changing contact information, limited access to technology, or other circumstances that make consistent communication more challenging. The Communications Department ensures that important information regarding academic supports, enrichment opportunities, attendance, health and wellness services, and college and career pathways is communicated through multiple accessible formats and languages. By reducing communication	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 an 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 partnerships. Communicating about available	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
	barriers and increasing family engagement, this action supports improved access to educational programs and services that contribute to positive student outcomes for unduplicated pupils. **Scope:** LEA-wide	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 - 82%, 7th - 67%, 9th Grade - 60%, and 11th - 61%. Overall our Suspension rate is at 3.2%, a decline from 4.7% in 2023, with the following Unduplicated Student Groups: English Learner: 4.2%, Foster Youth: 15.6%, and Low Income: 3.8%. 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 higher rate of chronic absenteeism (EL 11.9%, Foster	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	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 drop out, 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
	26.8%, SED 15%) than the overall population (12.6%). **Scope:** LEA-wide	feeling safe at school reduces anxiety and stress levels among students, including low-income, foster youth, and English learners, who may 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:**	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	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
	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. **Scope:** LEA-wide	educational activities. This action meets the needs, conditions, and circumstances of unduplicated students by maintaining a 1:1 device 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 2025 CA Dashboard indicates that unduplicated students are performing at a lower rate than the overall student population. The 2025 CA Dashboard reported 7 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 expansion of Dual Language Immersion in CNUSD **Need:** Only 15.5% of graduates who qualified for CCI in 2023 met the requirement by earning the Seal of Biliteracy.	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 address 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, 3.5 ELPI, 3.6 EL Reclassification, 3.9 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
	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's English learner students with disabilities have a unique need for language accessible special education services and communications. More than half of the district's special education students speak a language other than English at home, creating	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	Action 3.5 will be monitored through metric 1.1 ELA, 1.2 Math, 1.11 Grad Rate, 3.6 EL Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	a need for translation and interpretation services to ensure that families can fully understand and meaningfully participate in the special education process. Without access to information in their primary language, families may experience barriers to understanding assessment results, Individualized Education Program (IEP) documents, available supports and services, educational rights, and decisions regarding their child's educational program. These barriers can limit effective family-school collaboration and impede equitable access to special education services and supports. Providing translators and interpreters addresses this need by ensuring that English learner students with disabilities and their families can meaningfully participate in IEP meetings, access information regarding services and supports, and engage as informed partners in educational decision-making. **Scope:** Limited to Unduplicated Student Group(s)	and foster a more inclusive and supportive educational environment.	
3.6	**Action:** Support to ensure a high-quality program for English Learners **Need:** In 2025 the English Learner Progress Indicator (ELPI) showed that CNUSD had declined by 1.7%.	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 1.1 ELA, 1.2 Math, 1.3 A-G, 1.11 Grad Rate, 3.6 Reclassification, 3.7 Parent Survey Perception of Programs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.8	**Action:** Academic and SEL Supports for Foster and Homeless Youth **Need:** On the 2025 Dashboard, Foster students had red indicators district-wide for Suspension, English Language Arts and Mathematics. In 2025 they increased by 9.5% in the College/Career Indicator but are still below the district average. Data shows foster students have the highest percent levels of suspensions and expulsions of any student group. They 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)	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. 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 supports, the action aims to mitigate these barriers and ensure that foster and homeless youth receive the assistance they need to excel in school.	Action 3.8 will be monitored through metric 1.1 ELA, 1.2 Math, 1.12 CCI, 2.3 Chronic Absenteeism, 2.6 Suspension Rate,

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	1:59	1:41
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:22

2026-27 Total Planned 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	571,144,934	142,664,569	24.979%	0.000%	24.979%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$700,058,938.00	$19,084,449.00	$0.00	$77,903.00	$719,221,290.00	$665,115,058.00	$54,106,232.00

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	$454,795,270.00	$0.00	$454,795,270.00				$454,795,270.00	
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	$36,956,905.00	$0.00	$36,956,905.00				$36,956,905.00	
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	$96,160.00	$4,178,000.00	$2,184,160.00	$2,090,000.00			$4,274,160.00	
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	$16,903,196.00	$1,723,239.00	$16,961,634.00	$1,664,801.00			$18,626,435.00	
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	$5,059,781.00	$3,850,561.00	$8,685,342.00	$225,000.00			$8,910,342.00	
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	$3,394,912.00	$5,350,949.00	$6,705,266.00	$2,040,595.00			$8,745,861.00	
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, Corona Fundamental, All High	2024 - 2027	$717,065.00	$374,945.00	$1,092,010.00				$1,092,010.00	

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
							Schools									
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	$804,037.00	$3,494,785.00	$2,435,697.00	$1,785,222.00		$77,903.00	$4,298,822.00	
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	$1,159,690.00	$3,812,541.00	$3,472,231.00	$1,500,000.00			$4,972,231.00	
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	$20,412,663.00	$200,000.00	$20,252,382.00	$360,281.00			$20,612,663.00	
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	$734,419.00	$1,100,000.00	$1,034,419.00	$800,000.00			$1,834,419.00	
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	$3,469,429.00	$3,005,868.00	$4,705,679.00	$1,769,618.00			$6,475,297.00	
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	$11,166,090.00	$0.00	$11,166,090.00				$11,166,090.00	
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	$4,167,961.00	$227,850.00	$4,395,811.00				$4,395,811.00	
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	$2,465,742.00	$27,500.00	$2,493,242.00				$2,493,242.00	
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	$260,721.00	$892,106.00	$940,621.00	$212,206.00			$1,152,827.00	
2	2.8	Academic and SEL support for CNUSD families and students - CNUSD C.A.R.E. Hubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,048,856.00	$245,000.00	$1,068,856.00	$225,000.00			$1,293,856.00	

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
2	2.9	Communication and Engagement of the CNUSD community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,161,043.00	$50,000.00	$1,211,043.00				$1,211,043.00	
2	2.10	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$4,381,078.00	$3,897,756.00	$8,278,834.00				$8,278,834.00	
3	3.1	Access to standards aligned Instructional materials - Core	All	No				2024 - 2027	$34,717,793.00	$3,962,240.00	$34,717,793.00	$3,962,240.00			$38,680,033.00	
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	$47,360.00	$2,353,019.00	$2,400,379.00				$2,400,379.00	
3	3.4	Support for students with disabilities	Students with Disabilities	No			All Schools	2024 - 2027	$51,951,740.00	$7,416,602.00	$58,857,007.00	$511,335.00			$59,368,342.00	
3	3.5	Support for English Learners with disabilities	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$220,454.00	$0.00	$220,454.00				$220,454.00	
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	$5,414,514.00	$60,000.00	$5,356,775.00	$117,739.00			$5,474,514.00	
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,	2024 - 2027	$1,573,288.00	$20,000.00	$1,593,288.00				$1,593,288.00	

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
							Harada, Jefferson, 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	$326,021.00	$20,000.00	$346,021.00				$346,021.00	
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.,	2024 - 2027	$94,715.00	$3,037,014.00	$3,131,729.00				$3,131,729.00	

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
							Raney Int., River Heights., 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	$38,035.00	$0.00		$38,035.00			$38,035.00	
4	4.2	Supplemental Staffing	All	No				2024-2027	$430,000.00	$0.00		$430,000.00			$430,000.00	
4	4.3	Educational Experiences	All	No				2025-2027	$0.00	$100,000.00		$100,000.00			$100,000.00	
4	4.4	Focused Professional Development	All	No				2025-2027	$43,036.00	$0.00		$43,036.00			$43,036.00	
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	$5,000.00		$5,000.00			$5,000.00	
5	5.1	Supplemental Staffing	All	No				2024-2027	$309,932.00	$0.00		$309,932.00			$309,932.00	
5	5.2	Highly Quality Professional Development	All	No				2024-2027	$0.00	$0.00		$0.00			$0.00	
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	$7,000.00		$7,000.00			$7,000.00	
6	6.1	High Quality Professional Development	All	No				2024-2027	$140,545.00	$0.00		$140,545.00			$140,545.00	
6	6.2	Supplemental Staffing	All	No				2024-2027	$652,607.00	$0.00		$652,607.00			$652,607.00	

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
6	**6.3**	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	All	No				2024-2027	$0.00	$94,257.00		$94,257.00			$94,257.00	

2026-27 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
571,144,934	142,664,569	24.979%	0.000%	24.979%	$151,688,868.00	0.000%	26.559 %	**Total:**	$151,688,868.00
								LEA-wide Total:	$145,765,618.00
								Limited Total:	$5,923,250.00
								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	$36,956,905.00	
1	**1.3**	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,184,160.00	
1	**1.4**	MTSS T1 & TII Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$16,961,634.00	
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	$8,685,342.00	
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	$6,705,266.00	

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, Corona Fundamental, All High Schools	$1,092,010.00	
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	$2,435,697.00	
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	$3,472,231.00	
2	**2.1**	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,252,382.00	
2	**2.2**	MTSS Behavioral and Social Emotional Tier 2 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,034,419.00	
2	**2.3**	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,705,679.00	
2	**2.4**	Comprehensive Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,166,090.00	
2	**2.5**	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,395,811.00	
2	**2.6**	Elementary Connection to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,493,242.00	
2	**2.7**	Secondary Connection to School (sense of belonging)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$940,621.00	
2	**2.8**	Academic and SEL support for CNUSD families and students - CNUSD C.A.R.E. Hubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,068,856.00	

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	$1,211,043.00	
2	2.10	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,278,834.00	
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	$220,454.00	
3	3.6	Support to ensure a high-quality program for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,356,775.00	
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	$1,593,288.00	
3	3.8	Academic and SEL Supports for Foster and Homeless Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$346,021.00	
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	$3,131,729.00	

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		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$714,219,944.00	$743,431,507.00

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	$456,691,307.00	$441,839,748
1	**1.2**	Additional teachers to lower class sizes K-12	Yes	$40,920,101.00	$47,720,036
1	**1.3**	High Quality Professional Development	Yes	$3,953,575.00	$4,765,705
1	**1.4**	MTSS T1 & TII Academic Supports	Yes	$15,203,430.00	$15,608,930
1	**1.5**	Educational Technology support and resources to provide student access to the standards	Yes	$7,322,404.00	$11,670,944
1	**1.6**	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	$8,161,522.00	$9,763,876
1	**1.7**	Pathways to prepare students for post-secondary education	Yes	$1,044,737.00	$1,342,821
1	**1.8**	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	$4,651,458.00	$5,460,389
1	**1.9**	Opportunities for high school graduation credits for students in need of support	Yes	$3,496,766.00	$4,747,688
2	**2.1**	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	$20,326,916.00	$24,377,208

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	$1,933,065.00	$2,249,259
2	**2.3**	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	$5,444,631.00	$6,817,167
2	**2.4**	Comprehensive Counseling Services	Yes	$10,368,666.00	$13,632,674
2	**2.5**	Health and Wellness	Yes	$3,997,943.00	$5,544,178
2	**2.6**	Elementary Connection to School	Yes	$2,466,779.00	$3,649,564
2	**2.7**	Secondary Connection to School (sense of belonging)	Yes	$1,103,762.00	$1,893,081
2	**2.8**	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	$920,518.00	$1,618,144
2	**2.9**	Communication and Engagement of the CNUSD community	Yes	$1,199,680.00	$1,464,433
2	**2.10**	Student Safety	Yes	$8,063,439.00	$11,262,801
3	**3.1**	Access to standards aligned Instructional materials - Core	No	$38,190,323.00	$39,858,466
3	**3.2**	Equitable access to technology	Yes	$4,600,000.00	$8,541,999
3	**3.3**	Support for site-based initiatives to ensure access for all.	Yes	$2,400,379.00	$4,212,045
3	**3.4**	Support for students with disabilities	No	$60,140,560.00	$60,140,560

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	$217,231.00	$279,106
3	**3.6**	Support to ensure a high-quality program for English Learners	Yes	$5,146,613.00	$6,712,029
3	**3.7**	Support expansion of Dual Language Immersion in CNUSD	Yes	$1,511,492.00	$2,075,924
3	**3.8**	Academic and SEL Supports for Foster and Homeless Youth	Yes	$334,588.00	$436,952
3	**3.9**	AVID programs to support the achievement of underrepresented students	Yes	$2,730,912.00	$4,068,633
4	**4.1**	Highly Quality Professional Development	No	$333,860.00	$333,860
4	**4.2**	Supplemental Staffing	No	$100,000.00	$100,000
4	**4.3**	Educational Experiences	No	$50,000.00	$50,000
4	**4.4**	Focused Professional Development	No	$100,000.00	$100,000
4	**4.5**	Supplemental Materials and supports to access and assess standards in literacy, math, science and social studies	No	$50,000.00	$50,000
5	**5.1**	Supplemental Staffing	No	$255,472.00	$235,472
5	**5.2**	Highly Quality Professional Development	No	$20,000.00	$40,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	No	$10,000.00	$10,000
6	**6.1**	High Quality Professional Development	No	$90,599.00	$90,599
6	**6.2**	Supplemental Staffing	No	$572,959.00	$572,959
6	**6.3**	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies in a virtual setting.	No	$94,257.00	$94,257

2025-26 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)
$139,178,406	$148,517,686.00	$190,912,665.00	($42,394,979.00)	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	$40,920,101.00	$47,720,036		
1	1.3	High Quality Professional Development	Yes	$2,193,575.00	$3,005,705		
1	1.4	MTSS T1 & TII Academic Supports	Yes	$14,753,430.00	$15,158,930		
1	1.5	Educational Technology support and resources to provide student access to the standards	Yes	$7,322,404.00	$11,670,944		
1	1.6	Supplemental materials and supports to access and assess standards in literacy, math, science and social studies	Yes	$6,661,522.00	$8,263,876		
1	1.7	Pathways to prepare students for post-secondary education	Yes	$1,044,737.00	$1,342,821		
1	1.8	Career Technical Education to offer a broad course of study and prepare student for post-secondary education and the workforce	Yes	$2,274,840.00	$3,083,771		
1	1.9	Opportunities for high school graduation credits for students in need of support	Yes	$3,496,766.00	$4,747,688		
2	2.1	MTSS Behavioral and Social Emotional Tier 1 Supports	Yes	$20,126,916.00	$24,177,208		

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	$1,133,065.00	$1,449,259		
2	**2.3**	MTSS Behavioral and Social Emotional Tier 3 Supports	Yes	$3,677,631.00	$5,050,167		
2	**2.4**	Comprehensive Counseling Services	Yes	$10,368,666.00	$13,632,674		
2	**2.5**	Health and Wellness	Yes	$3,997,943.00	$5,544,178		
2	**2.6**	Elementary Connection to School	Yes	$2,466,779.00	$3,649,564		
2	**2.7**	Secondary Connection to School (sense of belonging)	Yes	$954,459.00	$1,743,778		
2	**2.8**	Academic and SEL support for CNUSD families and students - CNUSD Parent Engagement Center	Yes	$920,518.00	$1,618,144		
2	**2.9**	Communication and Engagement of the CNUSD community	Yes	$1,199,680.00	$1,464,433		
2	**2.10**	Student Safety	Yes	$8,063,439.00	$11,262,801		
3	**3.2**	Equitable access to technology	Yes	$4,600,000.00	$8,541,999		
3	**3.3**	Support for site-based initiatives to ensure access for all.	Yes	$2,400,379.00	$4,212,045		
3	**3.5**	Support for English Learners with disabilities	Yes	$217,231.00	$279,106		
3	**3.6**	Support to ensure a high-quality program for English Learners	Yes	$5,146,613.00	$6,712,029		
3	**3.7**	Support expansion of Dual Language Immersion in CNUSD	Yes	$1,511,492.00	$2,075,924		
3	**3.8**	Academic and SEL Supports for Foster and Homeless Youth	Yes	$334,588.00	$436,952		

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	$2,730,912.00	$4,068,633		

2025-26 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)
553,501,885	$139,178,406	0.000%	25.145%	$190,912,665.00	0.000%	34.492%	$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 2026-27, 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.
  - 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).
        - 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.
  - 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 2026-27, 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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. 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 schoolsites 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 schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites 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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites 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:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic 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 schoolsites 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 schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite 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 schoolsite, 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 schoolsite.
- **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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.
  - 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - 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.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - 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.
    - 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.
  - 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.
  - 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.
  - 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.
  - **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:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.
  - 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:
  - 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.
  - 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.

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.

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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

Complete the 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.

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **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 schoolsites 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 schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite 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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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